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ABSTRACT

The Australian Language Levels (ALL) Project offers a coherent model for elementary and secondary language curriculum design. Book 2 of the four-volume series elaborates on each of the major features of the ALL Project proposal for language curricula outlined in Book 1, focusing on the syllabus, suggesting possible content at different instructional stages, and describing procedures for planning of both syllabuses and classroom instruction. The volume contains: an introductory overview of the ALL Project and curriculum framework; a detailed description of foreign language syllabus organization and content, including the instructional stages, learner characteristics influencing syllabus content at the different stages, case study examples, general and specific goals, the concept of an activities-based syllabus, the activity-type as an organizing unit of syllabus design, and guidelines for sequencing syllabus content through activities; an overview of the syllabus development process; and a discussion of issues in classroom programming, including factors to be considered, the program development process, and useful programming tools. Appended materials include a statement on specific syllabus content, statements of suggested syllabus content for each instructional stage and examples of instructional units. Contains 88 references. (MSE)

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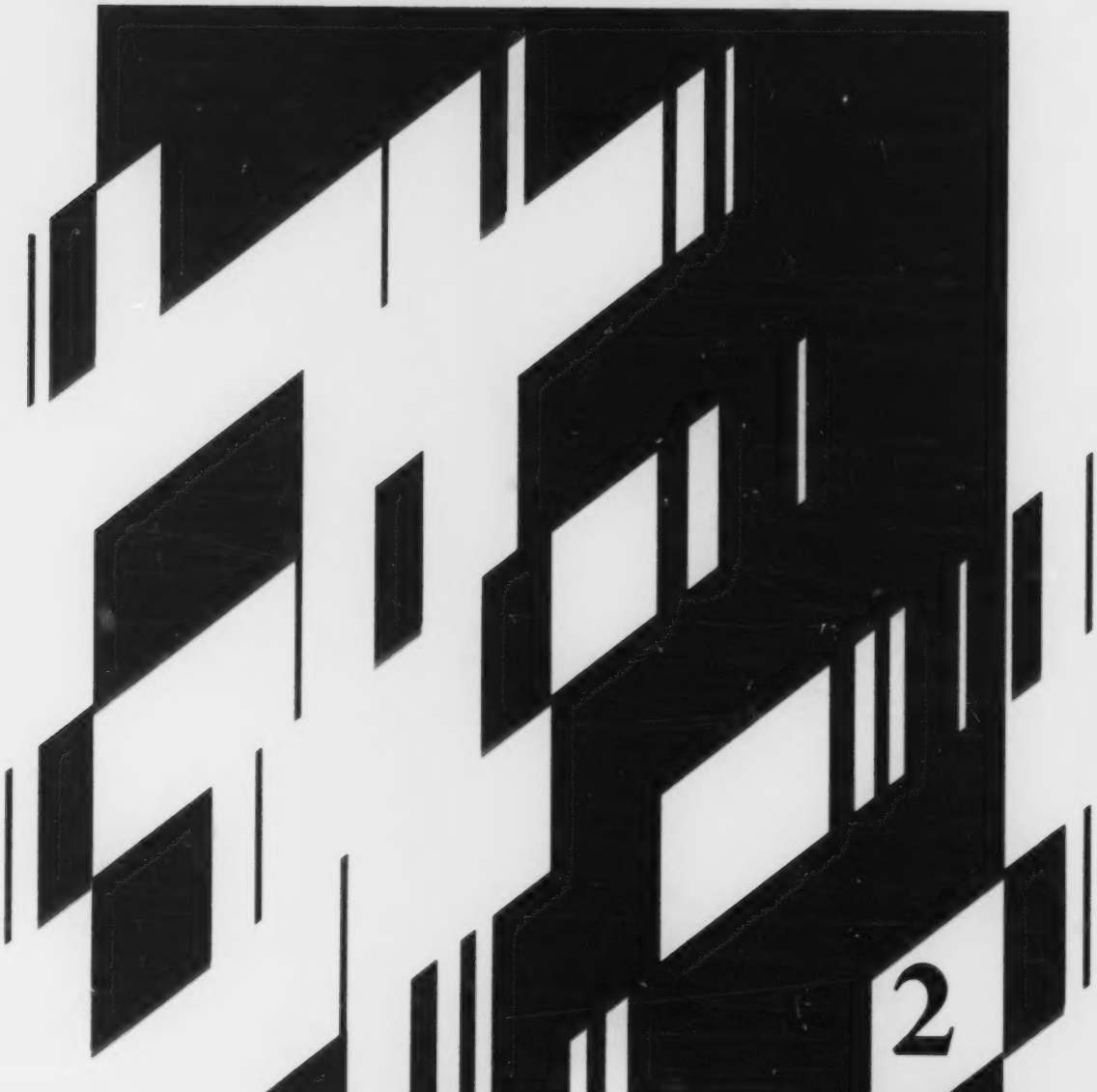
AUSTRALIAN LANGUAGE LEVELS GUIDELINES

Syllabus Development and Programming



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Australian Language Levels Guidelines

Book 2

Syllabus Development and Programming

Angela Scarino
David Vale
Penny McKay
and John Clark

Curriculum Development Centre

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References to the teaching and learning of languages in these guidelines refer to the teaching and learning of languages other than English and English as a second language. The *ALL Guidelines* do not directly address the teaching of 'English' as a subject.

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The Essence of ALL

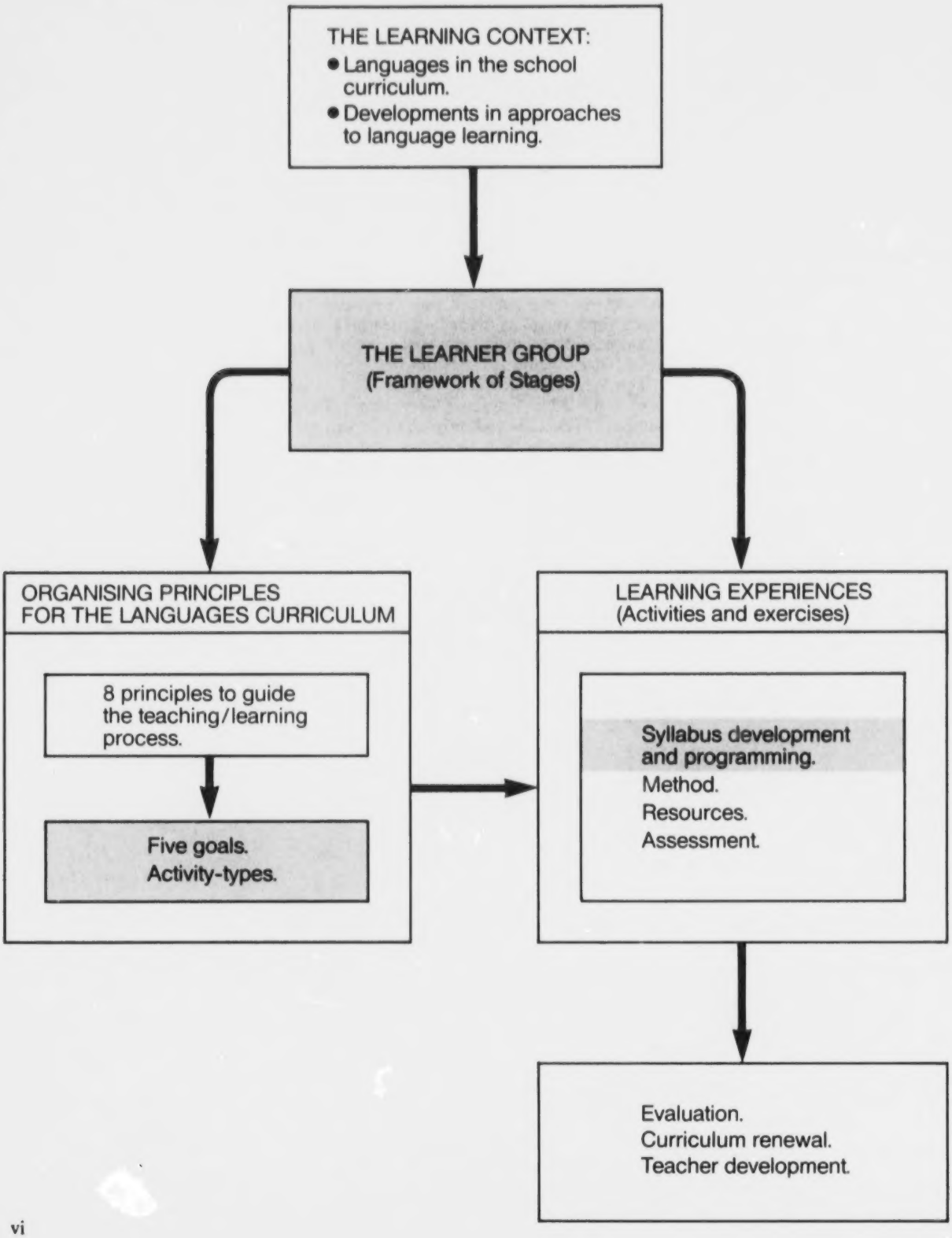
The curriculum model presented in the *ALL Guidelines* has been developed for school language learning, and is based on good classroom practice and developments in approaches to language teaching and learning. It advocates a learner-centred approach. Learner characteristics are described, and language syllabuses and programs are organised by means of a proposed Framework of progressive, age-related Stages.

The ALL languages curriculum focuses on the nature of language learning, which is described through eight principles of language teaching/learning. Learners engage in a range of learning experiences (both activities and supporting exercises) which involve purposeful language use. Activities are designed to help learners work towards common goals of language learning, outlined in five broad areas. Activities are categorised into six activity-types, in order to ensure a spread of language use and cover a range of contexts and purposes.

The eight principles, the five goals, and the activity-types are the organising principles of the ALL languages curriculum. They influence the content of learning (planned in syllabuses and programs), as well as the process of learning (described in terms of teaching method, resources, and assessment).

The ALL curriculum is dynamic, and subject to constant refinement through 'curriculum renewal'. This is an evolutionary process of critical evaluation which enables teachers to fine-tune the curricular skills that they use to design and implement language programs. It is in this way that their programs become increasingly responsive to the needs and interests of learners.

The diagram on the following page highlights those components of the ALL languages curriculum which are the focus of this book.


THE LEARNING CONTEXT:
• Languages in the school curriculum.
• Developments in approaches to language learning.
THE LEARNER GROUP
(Framework of Stages)
ORGANISING PRINCIPLES FOR THE LANGUAGES CURRICULUM
8 principles to guide the teaching/learning process.
Five goals.
Activity-types.
LEARNING EXPERIENCES
(Activities and exercises)
Syllabus development and programming.
Method.
Resources.
Assessment.
Evaluation.
Curriculum renewal.
Teacher development.

Introduction

A *syllabus* is that part of the curriculum jigsaw which describes the content (goals, objectives, and activities) of the learning. Given that it will be used as a plan to guide the teaching/learning process, it is necessary for it to include a general statement on method, resources, assessment, and evaluation, which shows how the syllabus relates to the other components of the curriculum jigsaw. At the classroom level, the syllabus is interpreted and developed in greater detail into a *program of work*, which takes account of the particular learner group and the context in which the teaching and learning occur.

The syllabus represents the nexus between theory and practice, where the ideas and principles of those who plan languages education are converted into a statement to guide what is to happen in the classroom.

Diagram 1 depicts the relationship that exists between language learning, language learners, syllabus development, and programming. Learners and their individual needs on the one hand, and theories about language and language learning on the other, influence the formation of language learning goals and objectives, and their translation into classroom practices.

The ALL syllabus guidelines provide a common framework for the development of syllabuses at all levels of schooling in all languages. They are designed to embrace that which is common to all languages and all learners. Commonality is established through an organisational base applicable to all Stages. The ALL syllabus guidelines are sufficiently flexible to allow those developing syllabuses in a specific language to focus on the content which reflects the aspirations of the broad learner group for whom the syllabuses are intended, as well as the sociocultural uses to which the language is likely to be put.

The components of an ALL syllabus and the relationship which exists between them, are depicted in Diagram 2. The components comprise a statement of goals and objectives, suggested activities through which the goals and objectives are achieved, and a description of specific content. A general statement on method, resources, assessment, and evaluation describes the way in which the syllabus content is activated in the classroom.

In Australia, syllabus development may proceed at a system, school, or classroom level depending on the curriculum development policies and practices which prevail in the state or territory in question. The syllabus development guidelines presented in this book describe not only the components but also the processes of syllabus development. They are designed to be used by syllabus writers developing syllabuses in a specific language at a system level, as well as by classroom teachers who are responsible for developing syllabuses for use within their school for learners of a particular language.

Diagram 3 illustrates the use which can be made of the ALL syllabus guidelines at system, school, and classroom levels. It also shows the relationship between syllabus development and programming.

Diagram 1: Framework showing the relationship between language, language learners, and syllabus development

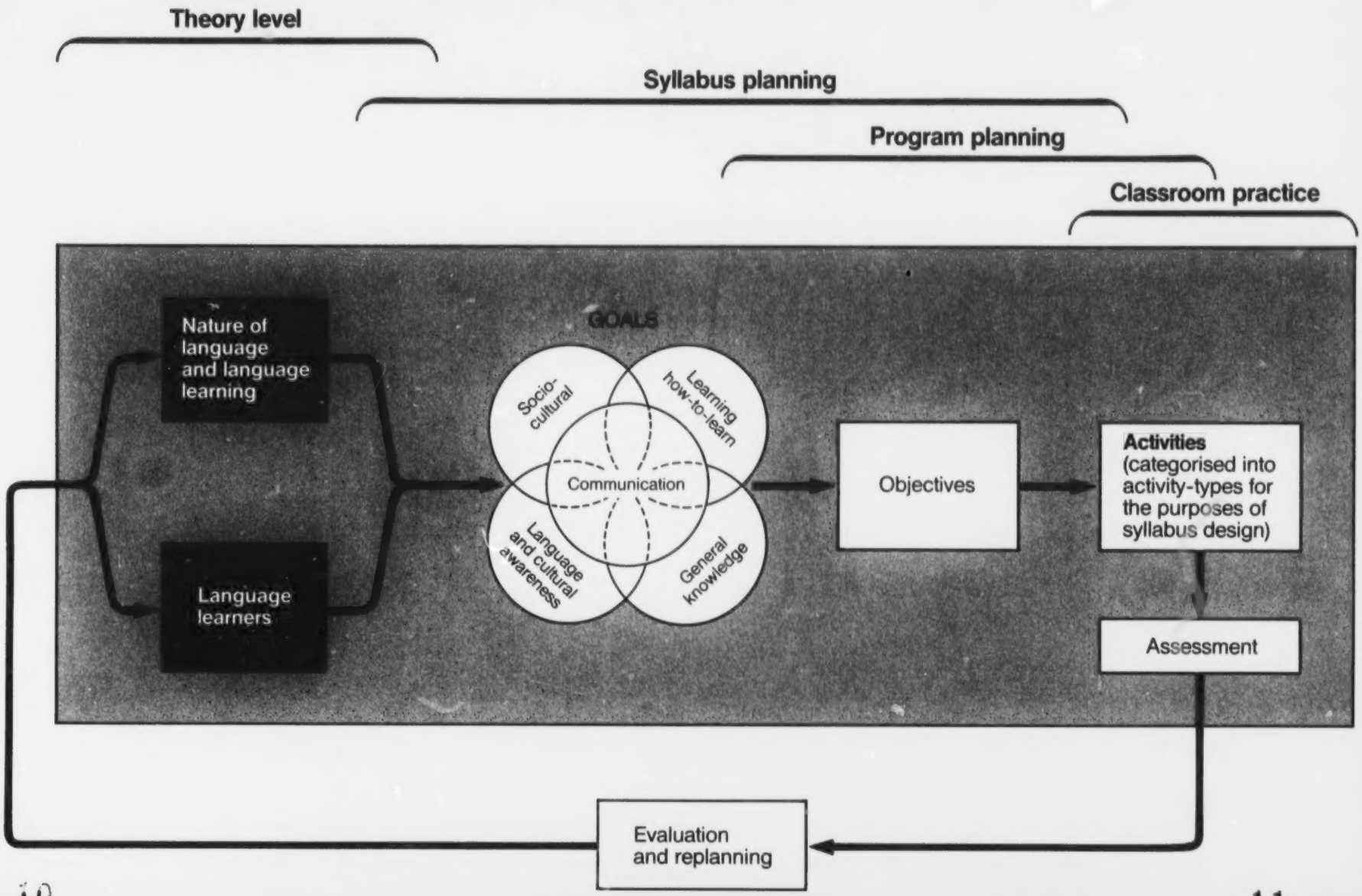


Diagram 2: Components of a syllabus

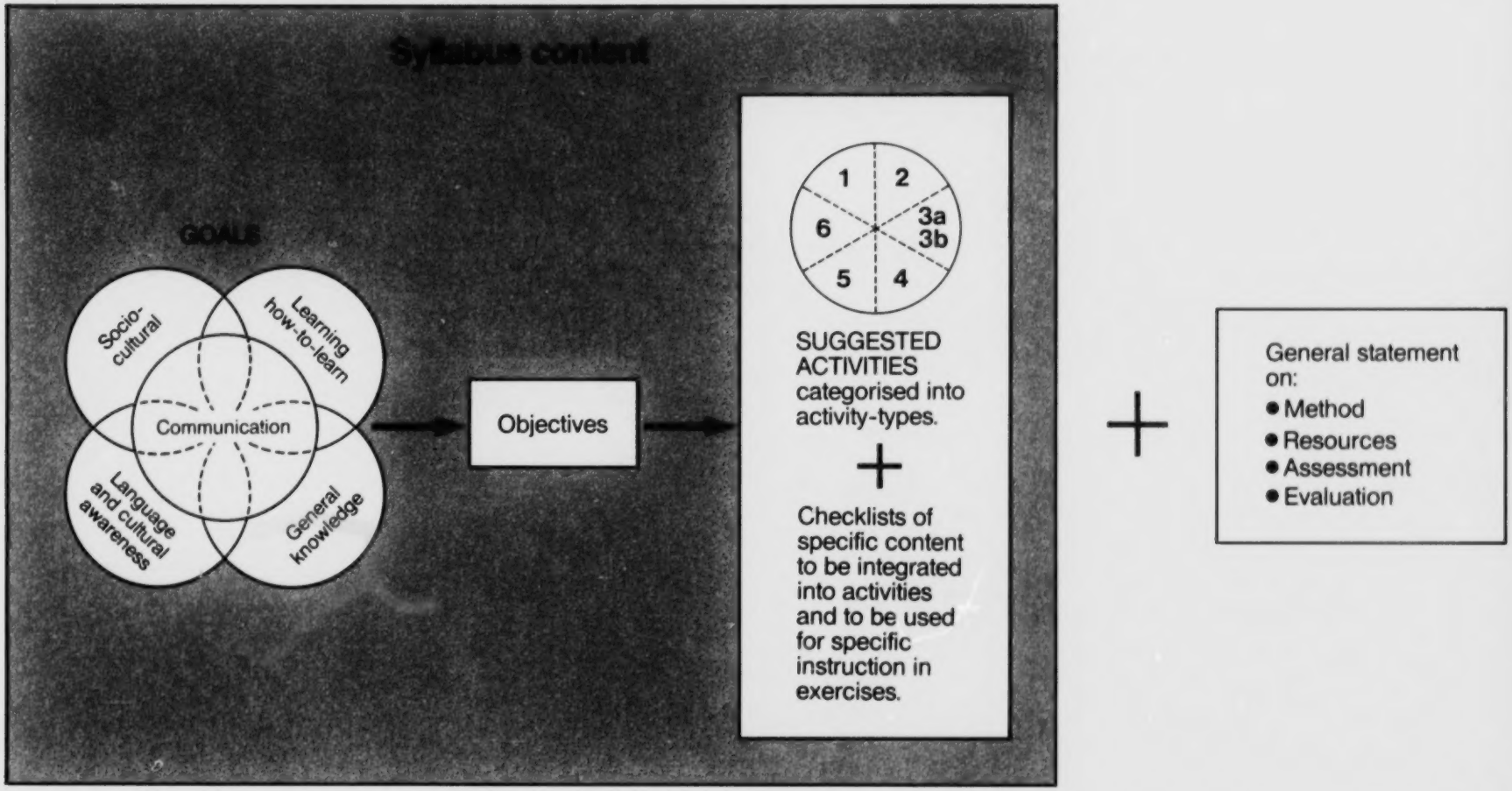
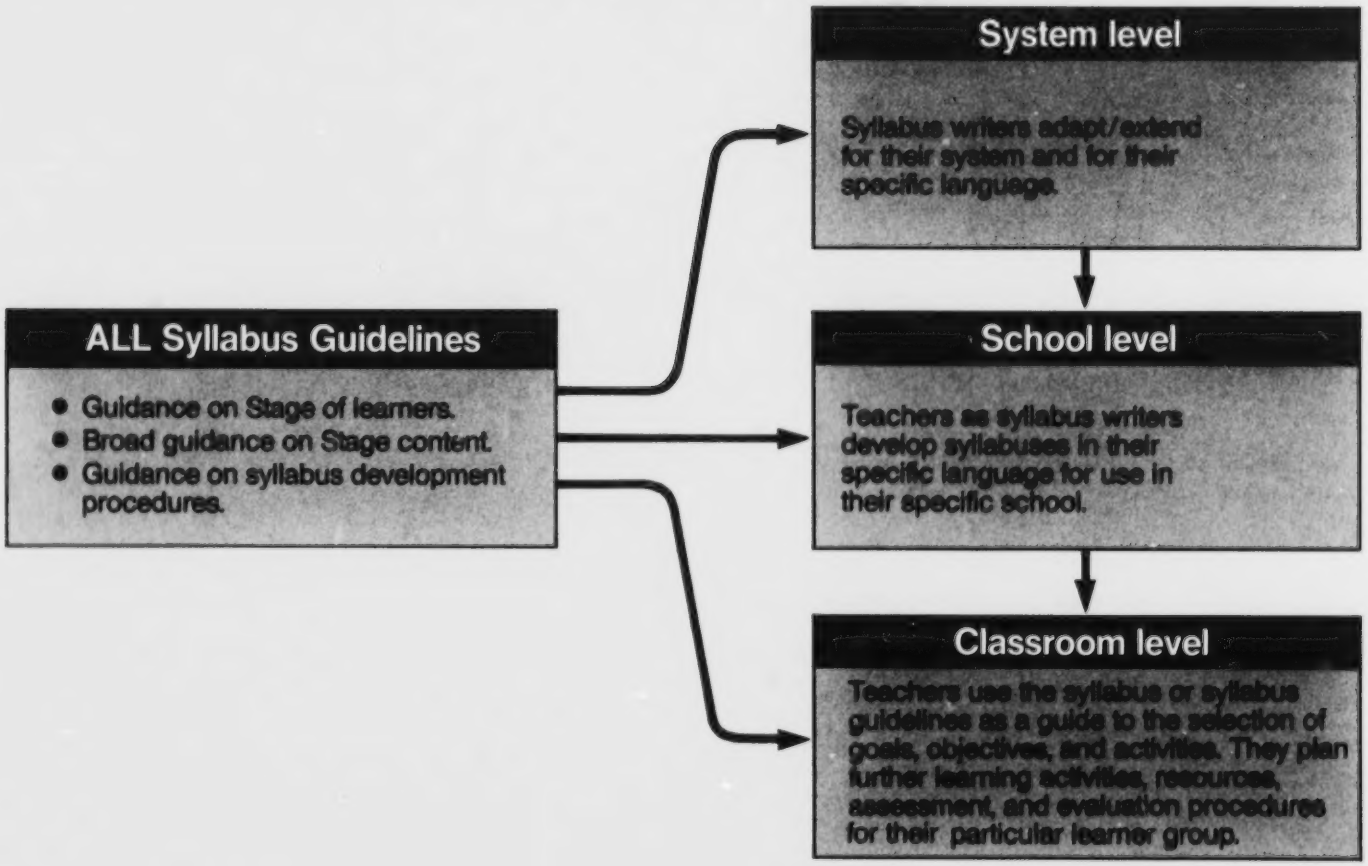


Diagram 3: Possible pathways for the use of the ALL syllabus guidelines


ALL Syllabus Guidelines
Guidance on Stage of learners.
Broad guidance on Stage content.
Guidance on syllabus development procedures.
System level
Syllabus writers adapt/extend for their system and for their specific language.
School level
Teachers as syllabus writers develop syllabuses in their specific language for use in their specific school.
Classroom level
Teachers use the syllabus or syllabus guidelines as a guide to the selection of goals, objectives, and activities. They plan further learning activities, resources, assessment, and evaluation procedures for their particular learner group.

Syllabus Organisation and Content

A description of the Stages

The Framework of Stages and its rationale are discussed in Book 1. The ALL Project proposes that:

- syllabus content (goals, objectives, and activities) at each Stage should derive from common syllabus guidelines based on common principles of teaching and learning (see Book 1)
- such common syllabus guidelines should attempt to embrace what is common to all languages and learners, but leave room for teachers of a particular language to set out the goals, objectives, and activities which reflect the needs and aspirations of the learners and the sociocultural uses to which the language is likely to be put
- Stages should place comparable demands on learners of different languages, though the objectives and activities of each Stage in each language need not be identical.

Diagram 4 depicts the Framework of Stages and indicates initial entry points for beginning learners.

Each Stage covers approximately what could be achieved by the majority of learners in each broad age-group. Each subsequent Stage includes all that is inherent in the previous Stage(s).

The junior primary age-group comprises 'initial literacy' Stages A and C (Stage A is for learners who have no prior background in the target language, while Stage C is for those who have some home background in the target language).

The middle primary age-group comprises 'developing literacy' Stages B and D (Stage B is for learners who have either completed Stage A or are middle primary beginners with no background in the target language, and Stage D is for those who have completed Stage C or who are middle primary beginners with some home background in the target language).

In the current primary context (with a few exceptions, including bilingual programs), all language learners are generally grouped together into a single class, whether they have a background in the target language or not. (Some suggestions for different activities for homogeneous groups within larger class groups in Stages A, B, C, and D are set out in *Appendix 2.*)

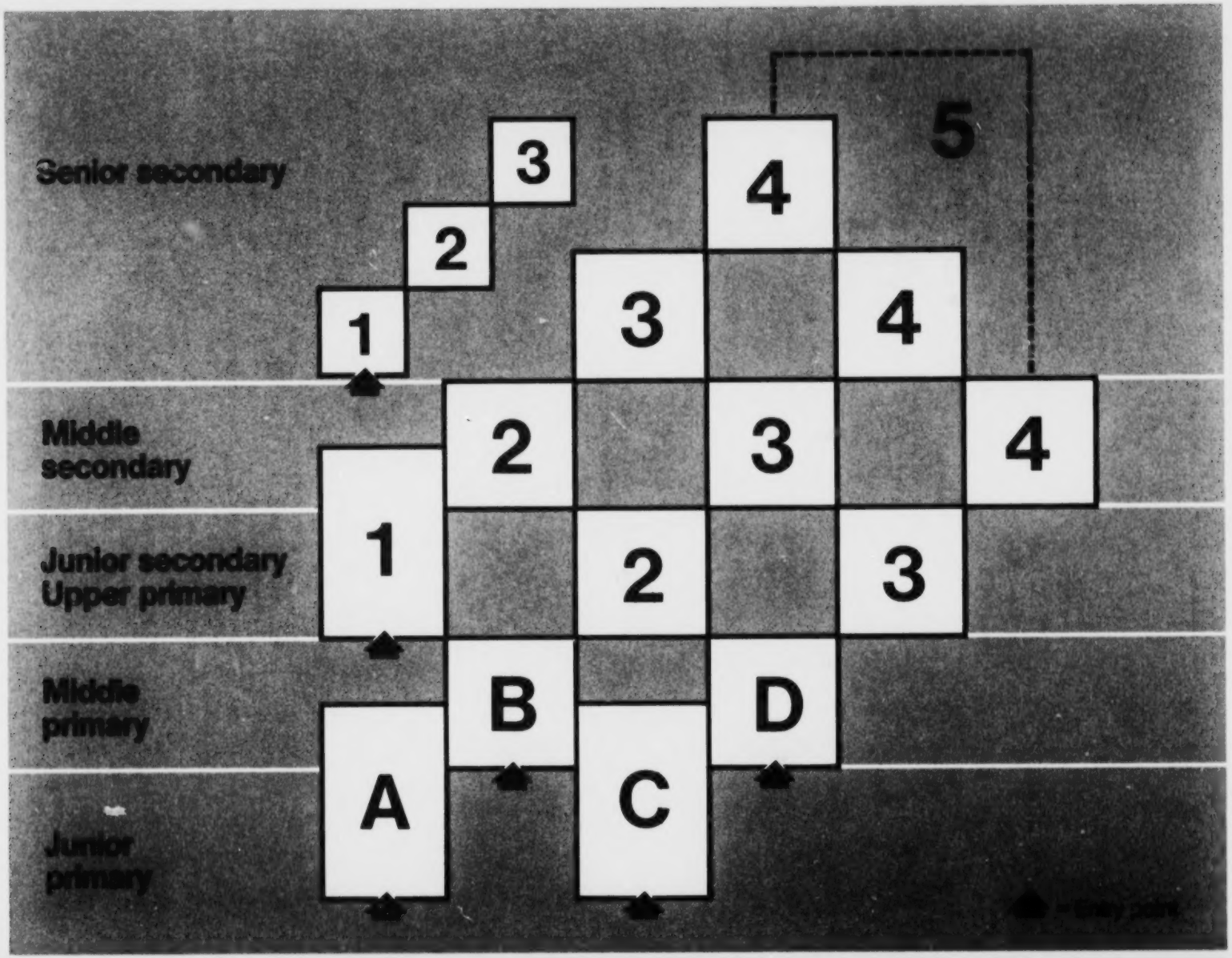
The upper primary/junior secondary Stages are designed specifically to span the primary to secondary transition years. Stage 1 is a beginner's Stage for learners who have no prior experience or background in the target language. It caters for learners beginning a language program at upper primary level as well as for that large group of learners who, under current patterns of provision, begin their language study only when they move on to secondary school. Because learners in this age-group have generally gained literacy in a first language and have greater cognitive maturity and a wider experience of the world, the objectives derived from the goals, and the activities are different from those in the beginning Stages A and C.

Beginners at middle secondary level might take a modified and extended version of Stage 1. Stages 2 and 3 represent a continuation of Stage 1.

Learners who are continuing from an A+B sequence in primary school would be likely to proceed directly from Stage B into Stage 2, and continue to Stages 3, 4, and possibly 5, while those who have undertaken a C+D sequence might continue at Stage 3 and proceed to Stages 4 and 5.

It is expected that the highest Stage that would be completed by the majority of learners without a home background in the target language, starting in the first year of schooling and continuing to year 12, would be Stage 4. Stage 5 is likely to be reached only by learners with an active home background in a language and by talented and highly motivated learners without such a background.

Diagram 4: The Framework of Stages



Provision is made for beginners at senior secondary level (years 11–12). Beginners at this level would follow an accelerated course comprising modified versions of Stages 1, 2, and 3. Learners with no previous background in the target language would begin at Stage 1; background-speakers would begin at the Stage appropriate to their development in the target language. It is quite possible that background-speakers with very advanced language skills in the target language who have completed or whose skills are far beyond Stage 5, yet who still wish to pursue their language learning, might well want to bring these skills to bear in learning a third language as well as spending time refining target language skills that might really require very little development.

The proposed Framework thus envisages several entry points for the learning of languages, whether as first, second, or subsequent languages. It is recognised that in language learning, a program of continuous learning is the most desirable, but should such a program be interrupted for any reason, learners may also conclude their language study (either permanently or temporarily) at the end of a Stage and receive accreditation for their achievements. This concept of the 'surrender value' of learning completed is designed to promote the idea of success rather than failure. The Framework of Stages allows for transition from pre-primary to primary school and from primary to secondary school, and is sufficiently flexible to enable learners to begin, resume, or finish their language learning program at any point in their school career.

It is clearly desirable that assessment authorities in all states/territories cater for assessment and certification at more than one Stage at the senior secondary level in recognition of the varied clientele in language courses at that level and in the light of the proposals outlined in the *National Assessment Framework for Languages at Senior Secondary Level* (Senior Secondary Assessment Board of South Australia 1987). Differentiated assessment will allow for learners to be rewarded for what they know and what they can do, and will leave the way open for further language learning in the years beyond secondary school.

In schools offering bilingual programs, it should be possible to allow learners to continue their language learning at the Stage which is most appropriate to their language development within a limited exposure program once bilingual provision ceases. Similarly, it should be possible for learners who wish to do so, to move from a limited exposure program to a bilingual program. It is realised that this paints a picture of an ideal situation which may exist only rarely in the Australian context.

The progressions implied by the pathways described above make generalisations about specific learners. There will always be learners who fall outside established groupings. The pathways are offered as a viable alternative to current practices where very little differentiation is generally made between programs offered to learners with no background in the target language on the one hand, and learners with some home background on the other.

Summary

The Framework of Stages suggested provides a useful organisational tool for learners, teachers, and schools. It is a conceptual model which needs to be used flexibly and pragmatically. There is no particular time for learners to move from one Stage to the next. Instead, it is expected that schools and systems adopting the Framework will provide as much flexibility as possible to enable individual learners or groups of learners to continue their language development according to their own particular abilities, interests, and aspirations.

Learner characteristics influencing syllabus content at different Stages

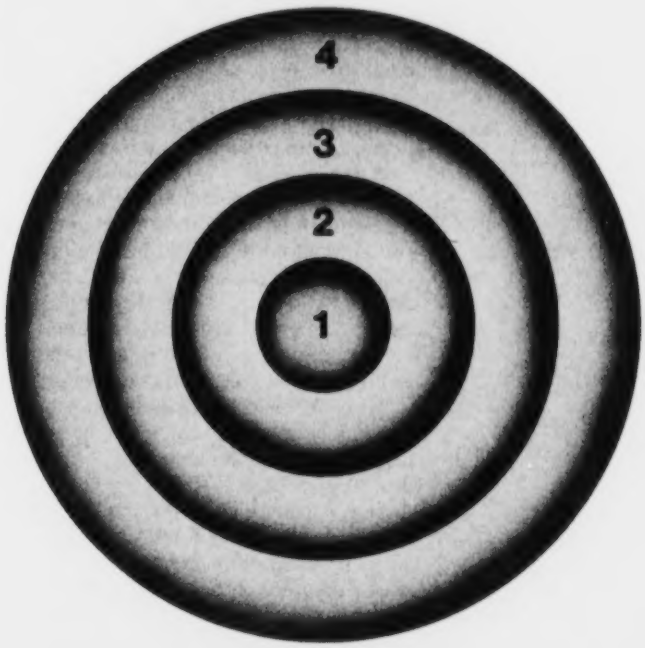
Suggestions for the content of individual Stages are provided in *Appendix 2*: Broad descriptions of learner characteristics influencing the syllabus content of each Stage are outlined below. The descriptions will provide teachers and syllabus writers with a background against which they can make decisions about the selection of further objectives and learning experiences.

Each broad description includes an outline of the target group for that Stage, together with a general statement about prior experience of the target language (if any) that learners are likely to bring to their learning at each Stage. Although there are likely to be learners at each Stage who have taken a number of different pathways through the Stages (apart from beginners), there is likely to be an identifiable majority whose background and general characteristics can be described.

Each Stage description also includes a broad statement concerning the extent to which learners' conceptual range in the target language, their ability to deal with the target culture, their language development in the target language, and their skills development will be extended at each Stage.

The language, cognitive, and skills development of learners is dependent on the extent to which their language learning environment extends beyond themselves. Billows (in Mohan 1986) provides a model of an expanding environment for second language learning by dividing the situation of the learner into four conceptual spheres, with the learner at the centre:

Diagram 5: The four conceptual spheres



Sphere 1 The first and innermost sphere represents what learners can see, hear, and touch directly. In practice, this is the classroom situation. Here, words are merely an accompaniment of action.

Sphere 2 The second sphere represents what the learners know from their own experience, their daily life, what they have seen and heard directly but cannot see or hear at the moment. This can be brought to mind by the use of words together with the classroom situation. Examples of themes and topics within this sphere include self, family and friends, home, school, free time, holidays, and pets.

Sphere 3 The third sphere represents what the learners have not yet experienced directly, but what they can call to mind with an effort of the imagination, with the help of pictures, dramatisation, charts, and plans. Examples of themes and topics within this sphere include literature, events of general interest, and topics related to other subject areas.

Sphere 4 The fourth sphere represents what is brought into learners' minds through the spoken, written, or printed word alone. Examples of themes and topics within this sphere include social issues, environmental issues, jobs and careers, comparisons between Australia and the target country, relationships with others, and current events.

Billows sees the ultimate aim of language learning as developing the outer sphere and thereby increasing learners' ability to handle textual material which conveys unfamiliar information.

The following are typical descriptions of learners at each Stage of the Framework. The descriptions refer to aspects of learners' general development as well as the language development which they are expected to bring to their learning at each Stage. The implications of these differences for the content of language programs can be seen in the *Statements of Suggested Syllabus Content* for each Stage (see *Appendix 2*).

Stage A
junior primary

Target group:

- second language learners with no background or minimal background in the target language
- learners have initial literacy in English
- learners understand their own world and relate to the world in English.

Learners' conceptual range in the target language
Learners will be operating in the target language predominantly within Spheres 1 and 2.

Learners' ability to deal with the target culture
Learners will be able to cope with features of the target culture related to the themes and topics for Spheres 1 and 2.

Learners' language development in the target language
Learners will be:

- developing an initial target language resource and the ability to use it
- able to cope with simple structures, phrases, vocabulary, and appropriateness as the need arises in activities related to content within their conceptual range
- able to engage in lots of listening activities
- able to engage in lots of doing (e.g. making things, taking part in games, etc.)
- able to understand familiar stories, songs and poems when related by the teacher in the target language.

Learners' skills development
Learners will be:

- developing initial literacy in the target language, and therefore beginning specific reading and writing skills (see *Skills and strategies related to the learning-how-to-learn goals* in *Appendix 1*)
- developing language learning skills (e.g. memory, communication strategies)
- sharpening specific listening skills
- able to use social skills appropriate for young learners.

Stage B
middle primary

Target group

- second language learners with a school background in target language (Stage A), and second language learners with no background or minimal background in the target language
- developing literacy (English is the major language for literacy)
- developing experience of the world
- developing learning skills and social skills
- developing cognitive skills.

Learners' conceptual range in the target language

- Learners will be operating predominantly within Spheres 1 and 2, but also partly in Sphere 3.

Learners' ability to deal with the target culture
Learners will be able to understand features of the target culture related to the themes and topics for Spheres 1, 2, and 3.

Learners' language development in the target language
Learners will be:

- developing an initial target language resource and the ability to use it

- able to cope with basic structures, phrases, vocabulary, linguistic appropriateness, as the need arises in activities related to content within their conceptual range
- able to engage in lots of listening activities
- able to engage in lots of 'doing'
- developing confidence in using the target language.

Learners' skills development
Learners will be:
- developing literacy in the target language, and therefore continuing development of specific reading and writing skills
- developing language learning skills (e.g. memory, communication strategies)
- sharpening specific listening skills
- developing social skills related to learning with others
- developing other learning skills (see *Skills and strategies related to the learning-how-to-learn goals* in *Appendix 1*).

Stage C
junior primary

Target Group
- learners with a home background in the target language (a range of background experience in the target language is likely)
- learners have initial literacy (except in bilingual programs, it is most likely that English will be the major language for literacy)
- learners have experience of the target language and culture (but both need to be developed)
- learners are likely to be able to communicate in the target language in particular contexts (e.g. home, family, shopping, etc.); this can be developed.

Learners' conceptual range in the target language
Learners will be operating predominantly within Spheres 1 and 2, and also partly within Sphere 3.

Learners' ability to deal with the target culture
Apart from their background in the target language, learners might also live in a community of target language speakers.

Learners' language development in the target language
Learners will be:
- developing a target language resource and the ability to use it within their conceptual range
- able to use the target language to learn about something new
- able to focus on structure in terms of language awareness only
- developing a broader vocabulary
- able to engage in lots of listening activities
- able to engage in lots of doing.

Learners' skills development
Learners will be:
- developing literacy in the target language, therefore beginning specific reading and writing skills
- experiencing development of literacy skills in language arts (or ESL)
- sharpening specific listening skills
- able to use social skills appropriate to young learners
- developing other learning skills (see *Skills and strategies related to the learning-how-to-learn goals* in *Appendix 1*).

Stage D
middle primary

Target group
Learners with a home and school background in the target language (Stage C), and learners with a home background but no school background in the target language.

Learners' conceptual range in the target language
Learners will be operating predominantly within Spheres 1, 2, and 3.

Learners' ability to deal with the target culture
Some learners will have access to and experience of the target language and its culture.

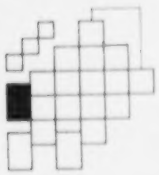
Learners' language development in the target language
Learners will:

- generally be literate in the target language, though skills will still be developing
- possess a target language resource and will be able to use it as the need arises in activities related to content within their conceptual range.

Learners' skills development
Learners will be:

- continuing the development of literacy skills
- able to transfer literacy skills from English to the target language
- continuing the development of learning-how-to-learn skills (see *Skills and strategies related to the learning-how-to-learn goals* in *Appendix 1*)
- able to transfer learning-how-to-learn skills from learning in other subject areas.

Stage 1
upper primary
junior secondary
middle secondary



Target group

- beginning learners of the target language
- little or no previous contact with the target language
- possibly little awareness of language or culture
- literate, though skills need developing
- developing special interests.

Learners' conceptual range in the target language
Learners will be operating in the target language predominantly within Spheres 1, 2, and 3.

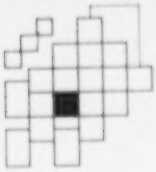
Learners' ability to deal with the target culture
Learners will be developing familiarity with features of the target culture related to the themes and topics for Spheres 1, 2, and 3.

Learners' language development in the target language
Learners will be:

- developing an initial target language resource and the ability to use it
- able to use basic structures, phrases, vocabulary, etc. as the need arises in activities related to the conceptual content
- able to understand and operate within basic language appropriateness in situations related to content within their conceptual range.

Learners' skills development
Learners will have beginning literacy in the target language, though literacy will need continuing development; there will therefore be a need for specific skills development (see *Skills and strategies related to the learning-how-to-learn goals* in *Appendix 1*).

Stage 2
upper primary
junior secondary



Target group

- second language learners with a primary school background in the target language
- generally literate in the target language, though skills need continuing development
- developing special interests

Learners' conceptual range in the target language
Learners will be operating in the target language predominantly within Spheres 1, 2, and 3.

Learners' ability to deal with the target culture
Learners will be able to understand features of the target culture related to the themes and topics for Spheres 1, 2, and 3.

Learners language development in the target language
Learners will possess a broadening target language resource and will be able to use it as the need arises in activities related to content within their conceptual range.

Learners' skills development
Learners' will be:

- continuing to develop literacy skills in the target language
- transferring learning-how-to-learn skills from learning in other subject areas, and continuing the development of learning-how-to-learn skills (see *Skills and strategies related to the learning-how-learn goals* in *Appendix 1*).

Stage 2
middle secondary

Target group

- second language learners with a school background in the target language in upper primary/junior secondary (Stage1)
- developing special interests
- developing learning-how-to-learn skills (literacy, social skills, study skills) in other areas of learning.

Learners' conceptual range in the target language
Learners will be operating in the target language predominantly in Spheres 2 and 3.

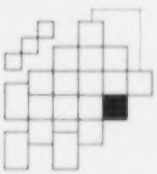
Learners' ability to deal with the target culture
Learners will be able to understand and appreciate features of the target culture related to the themes and topics in Spheres 1, 2, and 3.

Learners' language development in the target language
Learners will be developing their target language resource and the ability to use it, as the need arises in activities related to content within their conceptual range.

Learners' skills development
Learners will be:

- continuing to develop literacy skills in the target language and learning-how-to-learn skills
- beginning to fine-tune discourse strategies e.g cohesion, logical development, etc. (see *Skills and strategies related to learning-how-to-learn goals* in *Appendix 1*).

Stage 3
upper primary
junior secondary



Target group

- background-speakers who have completed Stages C and D
- developing special interests
- generally literate in the target language though skills need developing

Learners' conceptual range in the target language
Learners will be operating in the target language predominantly within Spheres 1, 2, and 3, but possibly also in Sphere 4.

Learners' ability to deal with the target culture
Learners will be able to understand and appreciate features of the target culture related to the themes and topics for Spheres 1, 2, 3, and 4.

Learners' language development in the target language
Learners will be:

- developing a target language resource and the ability to use it as the need arises in activities related to content within their conceptual range
- beginning to expand registers
- beginning to write in a range of genres related to the more context-free/abstract discourse of Sphere 4.

Learners' skills development
Learners will be:

- continuing to develop literacy skills in the target language
- beginning to fine-tune discourse strategies and other learning-how-to-learn skills and strategies. (See *Skills and strategies related to the learning-how-to-learn goals* in *Appendix 1*.)

Stage 3
middle secondary
senior secondary

Target groups
Second language learners with a school background in the target language

a) middle secondary (having begun in junior or middle primary)
b) senior secondary (having begun in upper primary/junior secondary)
c) senior secondary (having begun in senior secondary and completed Stages 1 and 2)

Learners' conceptual range in the target language
Learners will be operating in the target language predominantly within Spheres 2, 3, and 4.

Learners' ability to deal with the target culture
Learners will be able to deal with sociocultural information relating to the themes and topics for Spheres 2, 3, and 4.

Learners' language development in the target language
Learners will be:

- developing a target language resource and the ability to use it as the need arises in activities related to content within their conceptual range
- beginning to expand registers
- developing writing skills in a wider range of genres (e.g. formal letters, reports, narrative writing, etc.).

Learners' skills development
Learners will be:

- continuing to develop literacy skills in the target language
- continuing to fine-tune discourse strategies and other learning-how-to-learn skills and strategies. (See *Skills and strategies related to the learning-how-to-learn goals* in *Appendix 1*).

Stage 4
middle secondary
senior secondary

Target groups

- middle secondary (background-speakers with a school background in the target language from the beginning of primary school)
- senior secondary (second language learners with a school background in the target language from beginning of primary school)
- senior secondary (second language learners with a school background in the target language from the beginning of secondary school).

Learners' conceptual range in the target language
Learners will be operating in the target language predominantly within Spheres 2, 3, and 4.

Learners' ability to deal with the target culture
Learners will be able to deal with sociocultural information relating to the themes and topics for Spheres 2, 3, and 4.

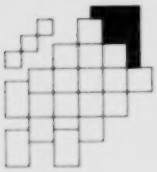
Learners' language development in the target language
Learners will be:

- broadening their target language resource as well as a growing ability to use it
- able to use more complex language structures and broader vocabulary
- developing fluency
- expanding and fine-tuning registers, genres, etc.
- developing more theoretical/abstract discourse as the need arises in activities related to content within their conceptual range.

Learners' skills development
Learners will be:

- fine-tuning specific listening, speaking, reading, and writing skills in the target language
- fine-tuning other learning-how-to-learn skills and strategies. (See *Skills and strategies related to the learning-how-to-learn goals* in *Appendix 1*)

Stage 5
senior secondary



Target group

- Senior secondary (background-speakers, and second language learners with a school background in the target language from the beginning of primary school).

Learners' conceptual range in the target language
Learners will be operating predominantly within Sphere 4.

Learners' ability to deal with the target culture
Learners will be able to make appropriate use of sociocultural information relating to the themes and topics for Sphere 4.

Learners' language development in the target language
Learners will be:

- continuing to develop their target language resource as well as their ability to use it
- able to use more complex language structures and a broader vocabulary
- developing fluency
- fine-tuning register
- fine-tuning writing in different genres, and, as the need arises, in activities related to content within their conceptual range.

Learners' skills development
Learners will be:

- fine-tuning specific listening, speaking, reading and writing skills in the target language
- fine-tuning research skills and other study skills
- fine-tuning other learning-how-to-learn skills and strategies (see *Skills and strategies related to the learning-how-to-learn goals* in *Appendix 1*).

Stages 1 and 2
senior secondary
beginners

Target group

- Senior secondary (beginning a second language)
- well motivated learners
- advanced thinkers, able to think inductively and deductively
- possibly little or no contact with the target language or target culture
- literate in dominant language and learning skills well developed
- possessing a broad general knowledge

Learners' conceptual range in the target language
Learners will be operating in the target language predominantly within Spheres 1, 2, and 3.

Learners' ability to deal with the target culture
Learners will be able to deal with sociocultural information relating to the themes and topics in Spheres 1, 2, and 3.

Learners' language development in the target language
Learners will be:

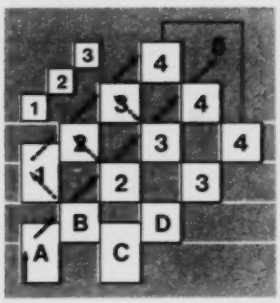
- developing an initial target language resource as well as the ability to use it
- able to use basic language structures and vocabulary as the need arises in activities related to content within their conceptual range.

Learners' skills development
Learners will be:

- transferring skills already learned in other areas but developing these in relation to use in the target language
- continuing to fine-tune literacy skills
- developing specific language learning skills and strategies
- developing other skills as required at this level (see *Skills and strategies related to the learning-how-to-learn goals* in *Appendix 1*).

Case studies

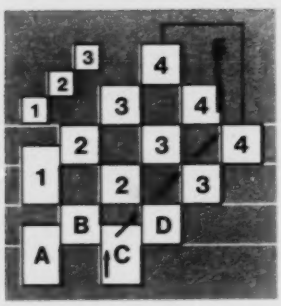
In general, learners will follow a diagonal, left to right, upwards pathway through the Framework of Stages. There will be occasions, however, when it will be appropriate for learners whose progress might be comparatively slow, to change direction and (still moving upwards) progress diagonally from right to left, in order to continue their language learning at the same Stage but at a higher level of schooling. They might then be engaged in different learning experiences which would take into account aspects of their age-related development. In order to demonstrate how the Framework might work in practice a few hypothetical case-studies are outlined:



Case-Study A
David is a monolingual speaker of English who begins learning the target language in his first year of schooling and continues to the end of year 12. He experiences no unusual problems with language learning as he progresses through his schooling. His pathway through the Framework might be as follows:

In junior primary: Stage A
In middle primary: Stage B
In upper primary/junior secondary: Stage 2
In middle secondary: Stage 3
In senior secondary: Stage 4 (and if he is an advanced or highly motivated learner, perhaps also Stage 5).

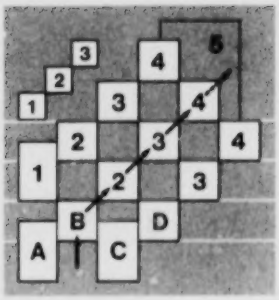
Alternatively, if David finds this rate of progress too demanding, he might, after completing Stage B, move upwards and to the left to Stage 1; or, having progressed upwards and from left to right through Stages A and B and into Stage 2, he might have difficulties at Stage 2. He could then, at the end of junior secondary level, move upwards but to the left, and continue to work at Stage 2 at the higher level of schooling. Or, if his difficulties occur later in his school life, he might take a similar step to the left, having begun, but not completed, Stages 3 or 4 of his original pathway from left to right.



Case-Study B
Loretta has a home background in the target language and wishes to continue to develop the language at school, starting in her first year of schooling and continuing to the end of year 12. Like David, she experiences no unusual problems with language learning as she progresses through her schooling. She might follow this path:

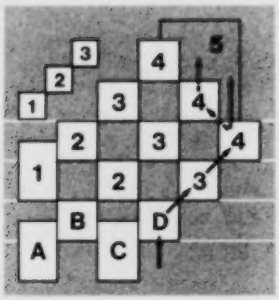
In junior primary: Stage C
In middle primary: Stage D
In upper primary/junior secondary: Stage 3
In middle secondary: Stage 4
In senior secondary: Stage 5

If Loretta were to experience difficulties with any Stage, she too would be able to move from right to left (but still upwards) and continue to work at the Stage at a higher level of schooling. This alternative pathway is available in theory to all learners, no matter when they begin their language learning. (Whether such a pathway were available to all learners in practice would depend on how much of the total Framework of Stages were adopted in a particular school.)



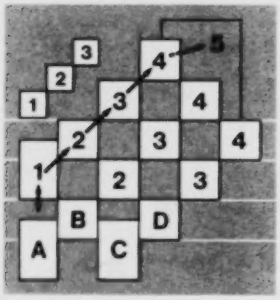
Case-Study C:
Kate has no background in the target language and starts in middle primary. She pursues her study to the end of year 12. She would probably follow this pathway:

In middle primary : Stage B (with Stage A, the 'initial literacy' Stage, included as a 'Sub-Stage', since now that Kate is in middle primary, she is almost certain to be literate)
In upper primary/junior secondary: Stage 2
In middle secondary: Stage 3
In senior secondary: Stage 4, and, if she is an advanced or highly motivated learner, perhaps also Stage 5.



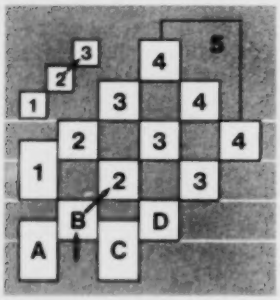
Case-Study D
Giovanni is a learner with a home background in the target language, who starts in middle primary. The following might occur:

In middle primary: Stage D (with Stage C included as a 'Sub-Stage' of Stage D)
In upper primary/junior secondary: Stage 3
In middle secondary: Stage 4
In senior secondary: completion of Stage 4 (if necessary), and Stage 5.



Case-Study E
Paul has no background in the target language but starts in upper primary/junior secondary. He continues until the end of year 12. His pathway through the Framework of Stages might look like this:

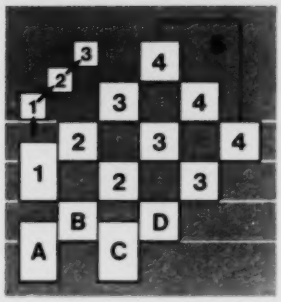
In upper primary/junior secondary: Stage 1
In middle secondary: Stage 2 and the beginning of Stage 3
In senior secondary: Completion of Stage 3, and Stage 4. If Paul is an advanced or highly motivated student, he might go on to complete Stage 5.



Case-Study F
Susan has no background in the target language and starts in middle primary. She abandons her study of the language after 3 or 4 years. The following might occur:

In middle primary: Stage B (with Stage A included as a 'Sub-Stage')
In upper primary/junior secondary: Stage 2.

If Susan decides to resume her language studies in year 11, she might begin again at either Stage 2 or Stage 3, depending on her cognitive development, her motivation, and her success or otherwise the last time she attempted Stage 2.



Case-Study G

Rosie wishes to do a quick course in a second language other than English, having decided to work hard in years 11 and 12. She might pursue the following path:

In senior secondary: Accelerated Stages 1, 2, and 3.

The case-studies above represent just some of the possible pathways through the Framework of Stages that could be followed by individual learners or groups of learners.

The goals

The goals of language learning outlined in Table 1 on the following page are relevant to all languages and all Stages of school language learning. They reflect the objective needs of school language learners who pursue their language learning through the various Stages in the ALL Framework. The emphasis on each of the goals may vary at different Stages and in different languages, as will the objectives derived from them, because they will be based on the needs of the particular learner group. The five broad categories of goals of language learning are:

- communication goals
- sociocultural goals
- learning-how-to-learn goals
- language and cultural awareness goals
- general knowledge goals

The goals constitute an organising principle for syllabus design. Each is described in Book 1.

Table 1 presents the five broad categories of goals, and lists specific goals within each category. The specific communication goals reflect the range of language use which prevails in the majority of classroom language learning situations. They will be central to all syllabuses. In addition, syllabus writers and teachers will select and develop other specific goals (from each of the other broad categories: sociocultural, learning-how-to-learn, language and cultural awareness, and general knowledge) as appropriate for the particular language and learner groups for whom the syllabus is being prepared.

The interrelationship of the five goals is depicted in the diagram below.

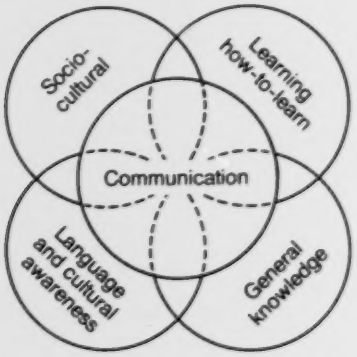


Table 1: Table of goals

Broad goal	Specific goals
Communication *By participating in activities organised around use of the target language, learners will acquire communication skills in the target language, in order that they may widen their networks of interpersonal relations, have direct access to information in the target language, and use their language skills for study, vocational, and leisure-based purposes.*	To be able to use the target language to: • establish and maintain relationships and discuss topics of interest e.g.through the exchange of information, ideas, opinions, attitudes, feelings, experiences, and plans • participate in social interaction related to solving a problem, making arrangements, making decisions with others, and transacting to obtain goods, services, and public information • obtain information by searching for specific details in a spoken or written text, and then process and use the information obtained • obtain information by listening to or reading a spoken or written text as a whole, and then process and use the information obtained • give information in spoken or written form e.g. give a talk, write an essay or a set of instructions • listen to, read or view, and respond personally to a stimulus e.g. a story, play, film, song, poem, picture • be involved in spoken or written personal expression e.g. create a story, dramatic episode, poem, play
Sociocultural *Learners will develop an understanding of the culture of the target language community, which they can use as a basis for informed comparison with other cultures. Through this process learners will develop an appreciation of the validity of different ways of perceiving and encoding experience and of organising interpersonal relations, and reach a more secure acceptance of their own personal identity and value.*	To develop an appropriate level of knowledge and understanding of the following aspects of the target language community: • how interpersonal relations are conducted • everyday life-patterns of their contemporary age-group • cultural traditions • historical roots and relationship to other communities • the economy and the world of work • political and social institutions • cultural achievements • current affairs It is hoped that these goals will enable learners to understand more about the target language culture, to develop positive attitudes towards it, and take advantage of opportunities offered for personal involvement.
Learning-how-to-learn *Learners will be able to take a growing responsibility for the management of their own learning, so that they learn how to learn, and how to learn a language.*	To develop: • cognitive processing skills (to enable them to understand and express values, attitudes, and feelings; to process information, and to think and respond creatively) • learning-how-to-learn skills (to enable them to take responsibility for their own learning) • communication strategies (to enable them to sustain communication in the target language) Learning-how-to-learn goals can be elaborated into skills and strategies. Lists of suggested cognitive processing skills, learning-how-to-learn skills, and communication strategies are provided in *Appendix 1.*
Language and cultural awareness *Learners will reflect upon and develop an awareness of the role and nature of language and of culture in everyday life, so that they may understand the diversity of the world around them, and act upon it in judicious ways.*	To develop an understanding of: • the aesthetic features in their own language and in the language of others • the functions of language in everyday life • the systematic nature of language and how it works • the way that language adapts to context • the concepts of accent, dialect, register, and other forms of language variation • how language grows, borrows, changes, falls into disuse, and dies • how language is learnt (both as a first and as a second language) • how language is a manifestation of culture • cultural variation and the enriching nature of diversity • the importance of language maintenance to members of a language's speech community
General knowledge *Learners will gain knowledge and understanding of a range of subject matter related to their needs, interests, and aspirations, as well as to other areas of their formal learning.*	General knowledge goals apply to all language programs to varying degrees. A bilingual or an ESL program, for example, might use the target language as a vehicle by which to learn other subject matter (e.g. science, social studies, etc.)

The activities-based syllabus

A syllabus based on *ALL Guidelines* is an activities-based syllabus in which the *activity* is seen as the central unit of teaching and learning, and the *activity-type* as the central organising unit for syllabus design. The term 'activity' is defined as follows:

> **An activity involves the purposeful and active use of language where learners are required to call upon their language resource to meet the needs of a given communicative situation.**

This definition implies that in an activity learners will be using the target language (by listening, speaking, reading, writing, or using combinations of these skills) to achieve a purpose. It also implies that learners will not be totally aware of what language will be used next, or what meanings will be exchanged next. In order to achieve the purpose of the activity, learners will be required to deal with language processes and skills, and to ensure that the language they use is socioculturally appropriate.

Using the activity as the central unit of teaching and learning promotes communication in the target language; the focus in activities is on the purposeful and active use of language rather than on the display or practice of language forms. This approach is implicit in two of the principles developed by the Project to guide the teaching/learning process (see Book 1). These principles state that:

- Learners learn a language best when they are provided with opportunities to participate in communicative use of the target language in a wide range of activities (Principle 2)
- Learners learn a language best when they are exposed to communicative data which is comprehensible and relevant to their own needs and interests (Principle 3).

In these two principles is embodied the fundamental belief that language learning is most likely to occur when:

- learners have many opportunities to participate in purposeful language use (the purpose being other than that of learning the language per se)
- learners are given a wide range of such activities
- learners are exposed to language which they are able to comprehend (with the help of gestures, body language, and other contextual support)
- learners are exposed to language which is relevant to their needs and interests.

A judicious focus on vocabulary, structures, or other 'atomistic' elements of language, is a valuable and essential part of the activities-based learning process. Exercises enable learners to be introduced to and gain increasing control over these elements of language, as well as over individual skills and strategies. The term 'exercise' is defined as follows:

> **An exercise focuses on one or more elements of the communication process in order to promote learning of the items of language, knowledge, skills, and strategies needed in communication activities.**

The importance of exercises is recognised in Principle 4 (see Book 1):

- Learners learn a language best when they focus deliberately on various language forms, skills, and strategies, in order to support the process of language acquisition.

Exercises are developed by teachers as the need arises to feed the learning process and to assist learners to participate effectively in activities. Exercises are best undertaken when the language, knowledge, skills, or strategies on which learners are focusing, can be related to a context. Hence, any exercises which occur during, or immediately before or after a related activity, are likely to be the most effective.

Typology of activities and exercises

A typology of activities and exercises is provided in Table 2 to assist teachers to be aware of the range and types of activities and exercises that can be used in the classroom. The typology presents activities and exercises on a scale ranging from activities with the greatest communicative potential to exercises with least communicative potential.

It is recommended that activities and exercises be combined wherever possible, both because of the need to maintain the interest level of learners (especially young learners) and because of the need to develop mastery of particular items of language, knowledge, skills, and strategies within the meaningful context which an activity should provide.

Table 2: Typology of activities and exercises

(On a scale from activities with the greatest communicative potential to exercises with least communicative potential)

1. **Real/realistic communication activities**
   Activities which involve communicative use of the target language in non-simulated contexts (e.g. information/opinion gap activities, problem solving activities, etc.)

2. **Practice communication activities**
   Activities which involve communicative use of the target language where the roles and/or the context is simulated. (e.g. role-play which involves choice of language which is unpredictable, etc.)

3. **Shaping exercises**
   Exercises which develop and structure language within an extended piece of discourse (e.g. cloze, substitution tables, matching exercises, dictation, etc.)

4. **Focusing exercises**
   Exercises which focus on elements of the communication process:
   — exercises which focus on form
   — exercises which focus on skills
   — exercises which focus on strategies
   (e.g. grammar exercises, learning vocabulary lists, practising pronunciation, using cognates to guess meaning, etc.).

The typology of activities and exercises is elaborated below:

Real/realistic communication activities In a communication activity the context, the roles, and the purposes of the activity are real or realistic (i.e. the context is the here and now, the learners are themselves, and the purpose is the use of the target language to achieve a particular end). Studying another area of the curriculum or learning particular concepts or general knowledge through the medium of the target language will involve real/realistic communication activities, since the contexts, the roles, and the purposes are real. Examples of real/realistic communication activities:

- class group organises a real-life excursion to the cinema. Using the target language, the class has to decide which film they will see, when they will go, where they will meet, etc.
- learners keep a diary in the target language over a certain period of time
- learners write letters to other learners of the target language in another school
- learners write to penfriends in the target language community
- everyday classroom management is conducted in the target language (e.g. learners explain absence, request permission to leave the room, request information from the teacher, etc.)

Practice communication activities Learners are still involved in purposeful and active language use, and are required to call upon their language resource to meet the needs of a given communicative situation, but the context of the activity is simulated rather than real. The setting might be simulated (e.g. the activity might take place 'in a supermarket'), and/or the role of the participants might be simulated (e.g. learners might be playing the role of a visitor in a penfriend's home, or that of a shopkeeper in the target language community), and/or the purpose of the activity might be simulated (e.g. learners might be asked to 'buy a postage stamp', 'order a meal', or 'write a message to the milkman'). Role-play in which there is a strong element of unpredictability is a characteristic of practice communication activities.

Shaping exercises Shaping exercises involve developing and structuring language within an extended piece of discourse. Examples of shaping exercises:

- learners study a dialogue, then substitute alternative sections of the dialogue
- learners construct a diagrammatic representation of the key ideas/elements/actions in a text that they have all read, and then use the diagram to write a summary of all or part of the text

- other common examples of shaping exercises include substitution exercises, matching exercises, cloze exercises, dictation exercises, reading aloud with close attention to pronunciation, etc.

Focusing exercises These include exercises which focus on:

- *form* e.g. vocabulary, structure, pronunciation, etc.
- *skills* e.g. cognitive processing skills, learning-how-to-learn skills which include specific listening, speaking, reading, and writing skills, etc. (see *Appendix 1*)
- *communication strategies.*

Examples of focusing exercises which *precede* a communication activity:

- Learners read a letter in groups of two or three, and are asked to write a reply together. Before they begin to write, the teacher provides a general outline of the reply, and asks the learners what kinds of specific vocabulary or structures they think they might need
- In pairs or groups learners practise new vocabulary with the aid of flashcards containing the new words in sentences or phrases.

An example of a focusing exercise that occurs *within* a communication activity:

- During an activity in which pairs of learners are interviewing each other about their likes and dislikes, the teacher, moving from pair to pair, notices that many learners are having difficulties with a particular structure (or perhaps lack certain key items of vocabulary, or are experiencing difficulty with pronunciation or intonation). The teacher stops the activity temporarily, introduces a short exercise which focuses on the area of difficulty, and then allows the original activity to continue. Alternatively, the teacher uses the blackboard or overhead projector to remind learners of particular vocabulary items or structures as they work on the activity.

An example of a focusing exercise which comes *after* an activity:

- Learners complete a worksheet, either in pairs or individually, to revise material that was used in a recent communication activity.

The activity-type as the organising unit of syllabus design

Language syllabuses have traditionally been organised on the basis of discrete components of language. These have included:

- *grammatical syllabuses* centred around items such as tenses, articles, singular/plural, complementation, adverbial forms, etc.
- *notional (or semantico-notional) syllabuses* centred around notions ('units of meaning') and generally organised around themes relating to broad concepts such as time, space, obligation, etc. (Wilkins 1976)
- *functional syllabuses* focused on the social functions of language as the central unit of organisation, and concerned with such elements as invitations, suggestions, apologies, refusals, etc. (Wilkins 1976).

A detailed discussion of this topic is provided in *Developments in Approaches to Language Teaching and Learning* in Book 1.

In each of the above syllabus models particular elements of language provide the central focus for organisation. Because the ALL Project's approach to classroom language learning views the activity as the focus of the teaching/learning process, the *activity-type* has been developed as the organising unit of syllabus design. This approach to syllabus organisation has been adopted since it is within the activity as an integrative unit, that the various elements of language can be brought together in purposeful language use. The ALL Project's approach to syllabus design is related to work being carried out currently in task-based, and process or procedural syllabus development (Breen and Candlin 1980, Crookes 1986, Long 1985, Prabhu 1984).

Activity-types represent broad categorisations of activities, and therefore represent broad categories of language use. Activities are categorised into activity-types according to the specific communication goal(s) that they realise. Together, the activity-types cover the range of language use which should be promoted in the language classroom. The conceptualisation of the universe of language use in the classroom, using activity-types as the organising unit, is represented in Table 3:*Table of language use*. The process whereby activities are categorised into activity-types is described in Diagram 6.

Table 3: Table of language use

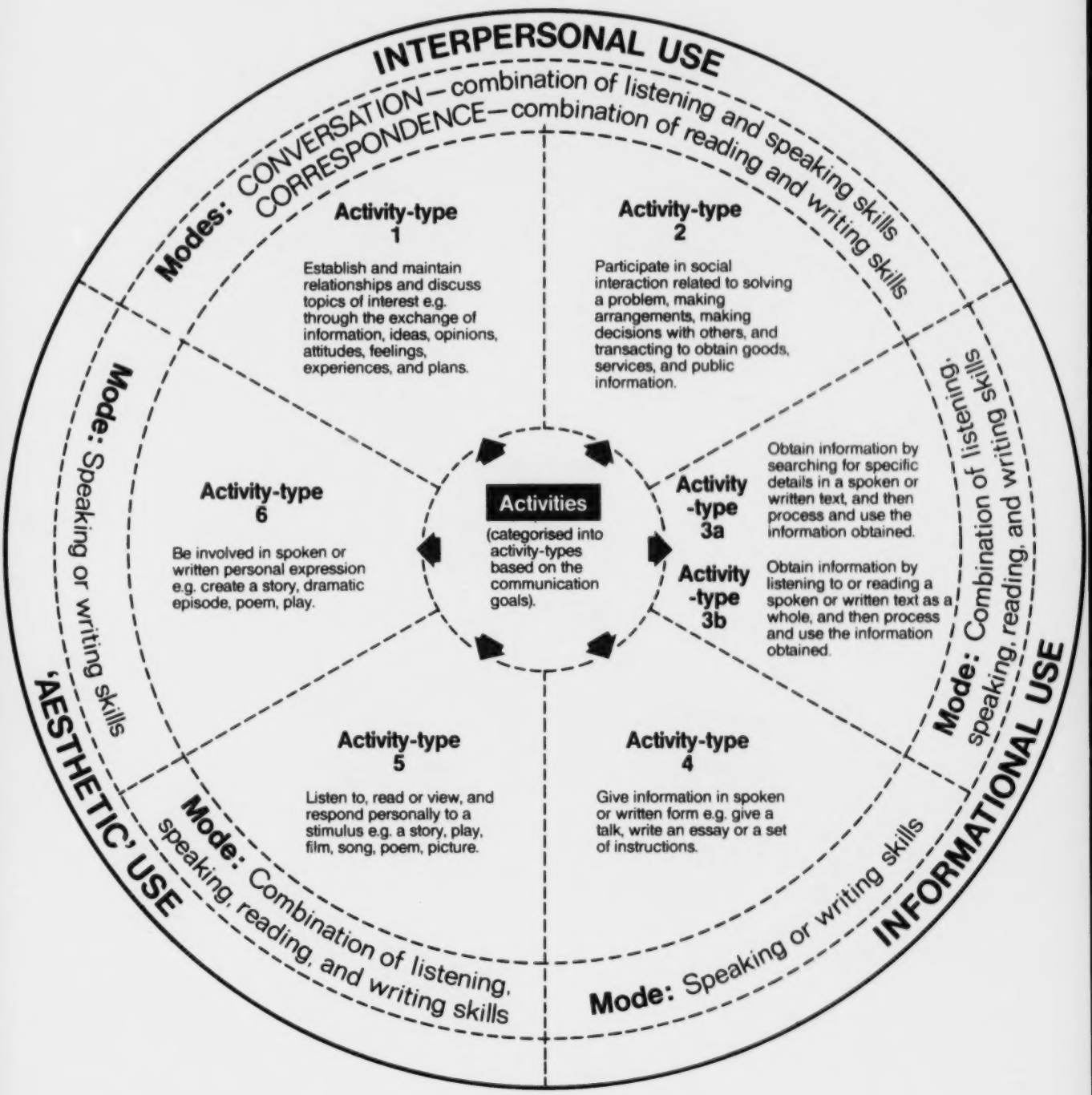

INTERPERSONAL USE
Modes: CONVERSATION – combination of listening and speaking skills
CORRESPONDENCE – combination of reading and writing skills
Activity-type 1
Establish and maintain relationships and discuss topics of interest e.g. through the exchange of information, ideas, opinions, attitudes, feelings, experiences, and plans.
Activity-type 2
Participate in social interaction related to solving a problem, making arrangements, making decisions with others, and transacting to obtain goods, services, and public information.
Activities
(categorised into activity-types based on the communication goals).
Activity -type 3a
Obtain information by searching for specific details in a spoken or written text, and then process and use the information obtained.
Activity -type 3b
Obtain information by listening to or reading a spoken or written text as a whole, and then process and use the information obtained.
Mode: Combination of listening, speaking, reading, and writing skills
INFORMATIONAL USE
Activity-type 4
Give information in spoken or written form e.g. give a talk, write an essay or a set of instructions.
Mode: Speaking or writing skills
Activity-type 5
Listen to, read or view, and respond personally to a stimulus e.g. a story, play, film, song, poem, picture.
Mode: Combination of listening, speaking, reading, and writing skills
Activity-type 6
Be involved in spoken or written personal expression e.g. create a story, dramatic episode, poem, play.
Mode: Speaking or writing skills
'AESTHETIC' USE

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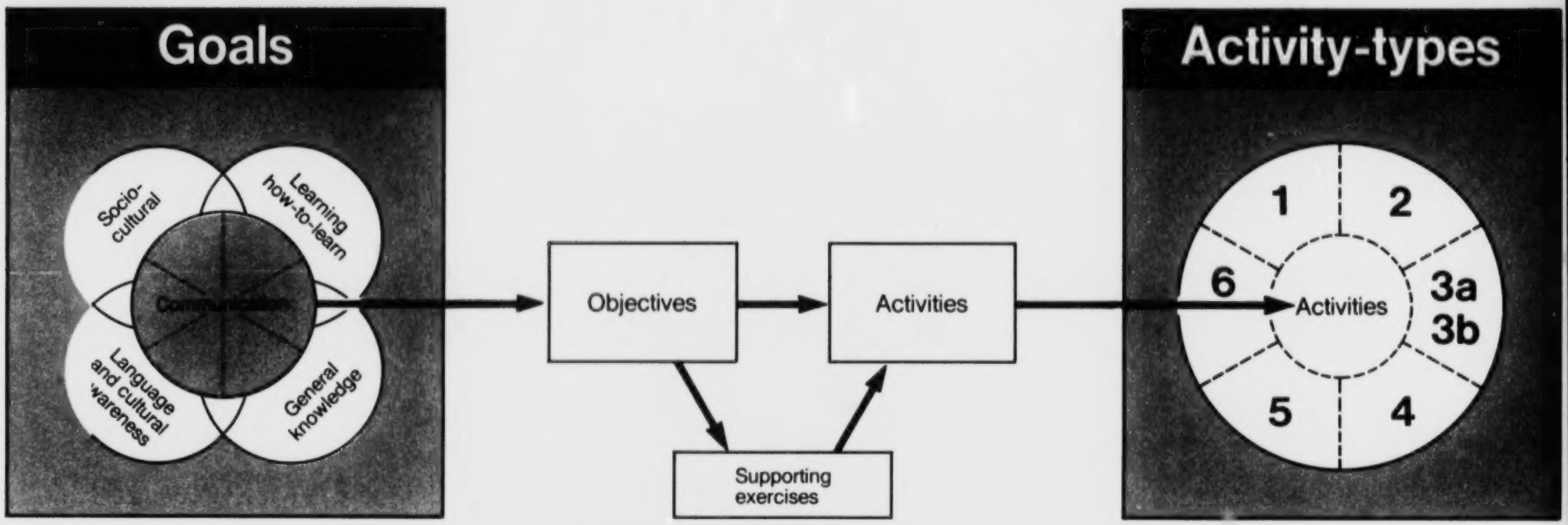
Diagram 6: From communication goals to activity-types



Activities are categorised into activity-types according to the communication goal they realise.

The Table of language use

There are many ways in which the universe of communication relevant to school learners might be set out. There is certainly no one simple and 'correct' way of categorising it, and what is offered here is a conceptualisation that has emerged from discussion with practising teachers. This categorisation of classroom language use presupposes the activity as the central unit in teaching and learning, and the activity-type as the central unit of organisation. The components of the *Table of language use* are:

- activities
- dimensions of language use
- modes of language use
- activity-types

Activities

The activities which realise the five goals of language learning appear as the central focus of the *Table of language use.*

Dimensions of language use

School language learners will use language for a variety of purposes inside and outside the classroom. Activities can be grouped into broad categories or dimensions of language use. It is proposed that there are three basic dimensions of language use which are relevant to the majority of school language learners. In order to use a language, learners need to learn how to:

- Establish and maintain interpersonal relations, and thereby exchange and reflect upon information, ideas, opinions, attitudes, and feelings, in order to get things done (i.e. an *interpersonal* dimension of language use);
- Acquire information from public sources in the target language (i.e. from books, magazines, newspapers, brochures, documents, signs, notices, films, television, slides, audio and video recordings, radio, public announcements, lectures, written reports, etc.). Learners should be able to process, reflect upon, use and reproduce information in various ways (i.e. an *informational* dimension of language use);
- Listen to, read, enjoy, reflect upon, and respond to creative and imaginative uses of the target language (e.g. in stories, poems, drama, songs, rhymes, films, or creative, imaginative letters, etc.) and to write in a personal and imaginative way (i.e. an *'aesthetic'* dimension of language use).

Modes of language use

The three broad dimensions will involve learners in using language in several 'modes' (the four macro-skills: listening, speaking, reading, and writing, and combinations of these). Activities occurring within the three broad dimensions of language use can be said to employ six modes of language use:

- conversation (including telephoning) in order to establish and maintain interpersonal relations
- correspondence (including writing messages) in order to establish and maintain interpersonal relations.
- listening to and/or reading data from public sources for information and/or pleasure (this may involve subsequent reproduction of the data e.g. by summarising it, by translating it into English, or by discussing it with others in spoken or written form)
- giving information in speech or writing in a public form (e.g. giving a short talk, or writing a report)
- listening to and/or reading or viewing, and responding personally to a stimulus (e.g. stories, plays, films, songs, poems, pictures, etc.)
- speaking and/or writing in an imaginative way (e.g. poems, songs, short stories, etc.).

Employing such a rich mixture of modes of language use means that the skills of listening, speaking, reading, and writing are integrated, and will all be mobilised appropriately in the sorts of activities that learners are likely to meet in their current and future use of the target language.

Activity-types

In order to achieve a judicious spread of classroom activities which take into account not only all the communication goals, but also consider the modes and dimensions of language use, it is proposed that activities be grouped into activity-types. Such a classification presents syllabus writers with a means of organising a vast range of independent activities within manageable categories. Used as a checklist, the activity-types also provide teachers with a mechanism for ensuring that they have provided for a variety of classroom language learning experiences so that learners are able to realise all of the communication goals (and the other integrated goals as appropriate). Activities are categorised into the following activity-types:

The activity-types outlined above are not intended to represent discrete categories. They can occur in combination when purposeful activities are undertaken. A practice communication activity (ordering a meal in a restaurant), for example, would be likely to involve several activity-types e.g. establishing a relationship with the waiter (activity-type 1), searching for specific information in the menu (activity-type 3a), deciding on what to eat, and then ordering and obtaining the meal (activity-type 2). Preparing for a visit to the cinema might involve searching in a newspaper for specific information as to what films are showing, when, and where (activity-type 3a), then making social arrangements with a friend and deciding which film to go to, and when and where to meet, etc. (activity-type 2).

While the six activity-types reflect the communication goals common to all learners of all languages, it is important to note that the activity-type descriptors do not (nor can they) contain any specific reference to the sociocultural aspects which are an essential part of any act of communication. It is at the level of the language-specific syllabus that any sociocultural aspects will be developed.

Conclusion

In the syllabus model proposed, the activity-type becomes the organising unit of syllabus design since it provides:

- an appropriate organising vehicle for an activities-based, communicative approach to teaching and learning
- a direct link between communication goals and activities
- a mechanism for planning and monitoring the range of language use
- a mechanism for determining which modes and dimensions of language use, which skills, and which strategies need to be focused on at different times

- a mechanism for the categorisation and organisation of teaching/learning resources (see the *Resources* section of Book 3)
- a mechanism for the assessment of language performance (see the *Assessment* section of Book 3).

Guidelines for grading syllabus content through activities

The term 'grading' refers to the decisions made regarding which activities and exercises should precede or follow others. Until recently, grading in language syllabuses has usually meant grading components of the language. Before considering the case for a *global approach to grading*, the criteria on which grading has traditionally been based will be examined briefly.

In grammar-based syllabuses, grading was based on the sequence in which Latin grammar was taught. This process was transferred to the grammar of other languages, the elements of which were then sequenced as closely as possible to the Latin formula. Learners were expected to master the grammatical elements and the rules and paradigms on which they were based, one after the other from lesson to lesson.

More recently, frequency of use and availability in the mind of the fluent background-speaker were added as criteria to assist in the selection and grading of vocabulary and grammar (e.g. Coste et al. 1976). Those items that appeared most frequently in the samples of language collected, and those language items that were most available in the minds of fluent background-speakers when certain themes and topics were mentioned, were to be taught before the less frequent and less available ones.

Additional criteria such as *coverage* (the extent to which a word or pattern can cover a number of meanings), *combinability* (the extent to which a word can be usefully combined with others), and *learnability* (the extent to which learners can internalise particular forms) were also seen as useful criteria in selection and grading.

More recently still, with the emphasis in language syllabuses shifting from forms to meanings, the criteria of *usefulness* and *generalisability* have also been employed. Those forms that realise the most useful meanings that learners-as-communicators have to deal with, and those forms that are generalisable in their meaning within many contexts are taught before less useful and more context-specific forms.

Recent evidence from interlanguage studies in particular languages (e.g. Pienemann 1984, and Johnston 1985) suggests that there exists a sequence in the learning of certain syntactic and morphological features that is common to all learners of a particular language. Findings from these studies can be used to a certain extent to guide teachers' expectations as to which forms learners will produce at different stages in their development.

Grading can be seen as both a long-term and a short-term process. Syllabus writers in specific languages need to make decisions about grading within a Stage (where more than one syllabus is prepared), and between Stages. Teachers need to make decisions about grading within a program, within a unit of work, and within an individual lesson. The following are suggested criteria on which to base the grading of activities. They represent an attempt to integrate the factors outlined above and to make explicit the kinds of implicit considerations which teachers, based on their own experience, bring to the task of organising teaching/learning. They are categorised as follows:

Factors relating to the activity:

- predictability
- static as opposed to dynamic descriptions
- what is experientially known as opposed to what is experientially new
- sociocultural specificity
- level of support
- level of linguistic processing
- level of cognitive demand
- other characteristics of the activity

Factors relating to the learners:

- confidence
- motivation
- prior learning experience

- learning pace
- observed ability in language skills
- cultural knowledge/awareness
- linguistic knowledge

These criteria are summarised in Table 4, and further elaborated following Table 4.

Table 4: Criteria underlying the grading of activities

Factors relating to the activity

Simple ◄	► Complex
Predictability: the language is easily understood because of the context in which it is found, and easy to make intelligible to an interlocutor because of the context.	***Unpredictability:*** the language has fewer contextual clues; the activity is more open-ended and more abstract.
The language is closely defined and concrete.	The activity demands a level of abstraction (e.g. decontextualised verbal description).
Static descriptions: the speaker has to describe people or objects that are stable, not changing.	***Dynamic descriptions:*** the speaker has to describe changing events and activities.
Experientially known: the language or activities relate to experiences that the learner recognises easily; the information in the activity is known to the learner.	***Experientially new:*** the language or activities are outside the learner's experience; the information contained in the activity is unknown to the learner.
Sociocultural specificity: the activity is not particularly socioculturally specific.	***Sociocultural specificity:*** the activity is socioculturally specific.
Level of support: help is available from others (i.e. interlocutors who adapt their talk to the level of the learner's in content and speed, or supply clues or questions which are designed to assist the learner to find an answer).	***Level of support:*** little or no help is available from others.
Level of linguistic processing: little cognitive and/or psycholinguistic processing is required (i.e. the language is conceptually easy to comprehend: e.g. simple sentences).	***Level of linguistic processing:*** much cognitive and/or psycholinguistic processing is required (i.e. the language is conceptually difficult: e.g. complex sentences).
Level of cognitive demand: there is little cognitive processing involved in the subject matter of the activity.	***Level of cognitive demand:*** a high level of thought has to be applied to complete the activity.
Other characteristics: — the activity has few participants — there are few steps needed to complete the activity — few motor skills are needed — there is little 'discourse distance' and 'sender-topic distance'.	***Other characteristics:*** — more participants are involved — more steps are needed to complete the activity — more motor skills are needed — there is more 'discourse distance' and 'sender-topic distance'.

Factors relating to the learners

Learner confidence	Motivation
Prior learning experience	Learning pace
Ability in language skills	Cultural knowledge/awareness
Linguistic knowledge	

Factors relating to the activity

Predictability

Activities in which the language is predictable (that is, where some contextual support is available to assist learners to understand or be understood) are simpler than activities which contain no such predictability. When learners are able to refer to concrete things in their immediate environment to support meaning, what they say, hear, read, and/or write becomes more predictable. For example, learners bringing their work to the teacher for comment need little further language to convey to the teacher that they would like some help with what they are doing. Similarly, a group of learners making a collage together with the help of a visitor from the target language community, will not need much language to have the visitor pass them the glue and scissors that they need. They will be able to point and make a simple, predictable request. In such situations, the language used is closely defined and concrete.

Activities become more complex when predictability is lessened because fewer clues are available in the immediate environment. A greater amount of language, as well as more complex language, will probably have to be used in order to make the meaning clear.

When an activity is open-ended and more abstract, it will be more complex. If real objects or actions are available as contextual support for recall and comprehension, communication is facilitated. Pictures are not as effective as real objects and experiences. A decontextualised verbal description is even less effective.

The implication of the above is that learners will need less and less contextual support as their ability to use the language increases.

Static and dynamic descriptions

Crookes (1986) reports that researchers have found that activities are easier when the speaker has to describe or understand static, unchanging events (such as a picture, or a situation) as opposed to dynamic events and activities (such as a football match, or a narrative account).

Experientially known and experientially new

Learners find activities easier when the language used, the activity itself, or the information contained within the activity, is familiar to them or relates to experiences that they recognise.

Sociocultural specificity

If an activity presupposes an understanding of certain aspects of the target culture and an ability to apply this understanding, learners will find the activity difficult if these aspects are new to them. This feature is generally less applicable to background-speakers, though it ought not to be assumed that all background-speakers are familiar with all aspects of the target culture. Nor should it be assumed that the target culture as it applies to a target language community in Australia and the culture of the country of origin, are identical.

Level of support

If learners can draw support from someone or something else in an activity, the activity is easier than when no such support is available (e.g. where a sympathetic interlocutor is there to help, where a dictionary or glossary is available, or where questions are so phrased as to assist learners to find the answers, etc.).

Level of linguistic processing

When the spoken or written text to be understood is easy to process linguistically, an activity is likely to be easier than when it is not. Factors which influence the degree of linguistic processing required include:

- grammatical complexity
- length of the text
- propositional density
- amount of low frequency and unfamiliar vocabulary
- speed of spoken texts and the number of speakers involved
- discourse structure
- clarity with which this is signalled
- chronological order
- schematic framework

(after Nunan, 1987)

Level of cognitive demand

Where there is little cognitive demand on learners, an activity is likely to be easier than when a high level of thought has to be applied to solve a problem.

The following scale from 1–7 (lowest demand to highest demand) may be used to assess the cognitive demand of activities and exercises (after Dubin 1986):

1. *Memory*: recalling or recognising information (e.g. reading a passage in a text, then answering comprehension questions which ask about specific details in the text)
2. *Translation*: changing information into a different symbolic form or language (e.g. reading information in a text, then scanning to find specific facts in order to apply the correct data to a chart, map, or other graphic display)
3. *Interpretation*: discovering relationships among facts, generalisations, definitions, values, and skills (e.g. taking notes at a lecture, then using the notes to answer evaluative questions about the content of the lecture)
4. *Application*: solving a life-like problem that requires the identification of the issues and the selection and use of appropriate generalisations and skills (e.g. taking part in a simulation in which the issues to be resolved are known and understood by the participants although the outcome will be determined through group interaction, such as in a debate)
5. *Analysis*: solving a problem in the light of conscious knowledge of the parts and forms of thinking (e.g. playing a board game or a card game in which choices must be made from among known possibilities)
6. *Synthesis*: solving a problem that requires original, creative thinking (e.g. working with a group on a large-scale project such as a play, a panel discussion, the planning and production of a class newsletter, etc.)
7. *Evaluation*: judging good or bad, right or wrong, valuable or useless, according to standards identified by learners in consultation with their teachers (e.g. writing a critical review of a book, a play, or a TV program).

Other characteristics of the activity

An activity with few participants is likely to be easier than an activity involving several people.

The number of steps needed to complete an activity will also affect its difficulty. The term 'looping' refers to the insertion of additional steps into an activity according to the ability of the learner(s) to cope with the previous step or loop. Beginners can be expected to remain within the range of basic linguistic exchanges, whereas more advanced learners can be expected to cope with an increasing amount of unpredictability and a variety of responses as they proceed through the activity. Diagram 7 depicts a flow chart which illustrates how a number of loops are possible in a conversation between two people.

Looping can be planned from the beginning, or it can occur naturally during the course of the activity (e.g. where an experienced interlocutor continues to introduce loops into a conversation until he/she feels that the other participants have reached the limit of their language ability).

Clearly, an activity which has few loops is likely to be easier than one which has several.

Factors relating to the learners

Nunan (1987) poses a number of questions related to learner factors in order to guide the grading of activities:

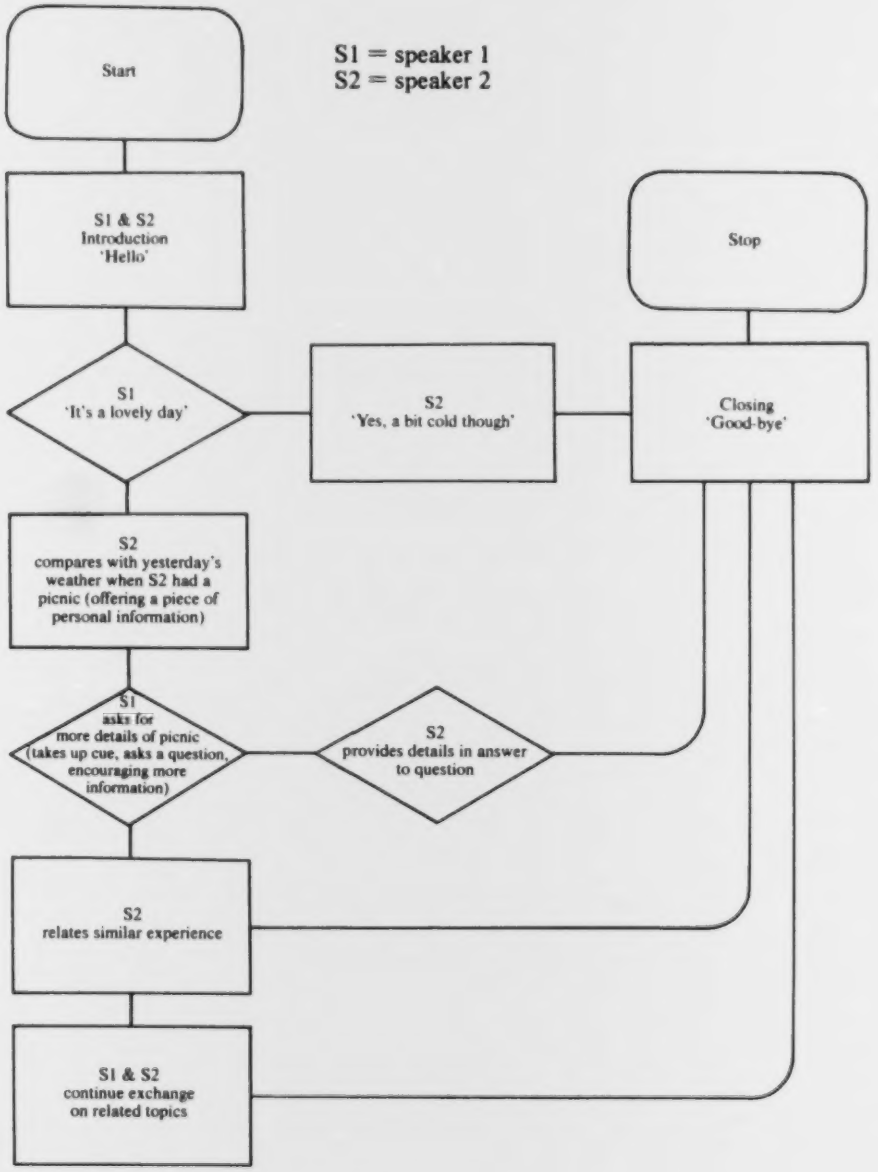
- *Confidence* How confident does the learner have to be to carry out the task? Does the learner have the necessary level of confidence?
- *Motivation* How motivating is the task?
- *Prior learning experience* Does the activity assume familiarity with certain knowledge and learning skills? Does the learner's prior learning experience provide the necessary knowledge and learning skills/strategies to carry out the activity?
- *Learning pace* How much learning material has the learner shown that he/she is capable of handling? Is the activity broken down into manageable parts?
- *Observed ability in language skills* What is the learner's assessed ability in the skills concerned? Does this assessment conform to his/her observed behaviour in class? In the light of the teacher's assessment, what overall level of performance can reasonably be expected?

- *Cultural knowledge/awareness* Does the activity assume cultural knowledge? If so, can the learner be expected to have it? Does the activity assume knowledge of a particular subject?
- *Linguistic knowledge* How much linguistic knowledge does the learner have? What linguistic knowledge is assumed by the activity?

Conclusion

When determining appropriate activities, syllabus writers and teachers need to keep in mind all the factors outlined above which relate to both activities and learners.

Diagram 7: Flow chart of an informal conversation



(based on Mohan, 1986)

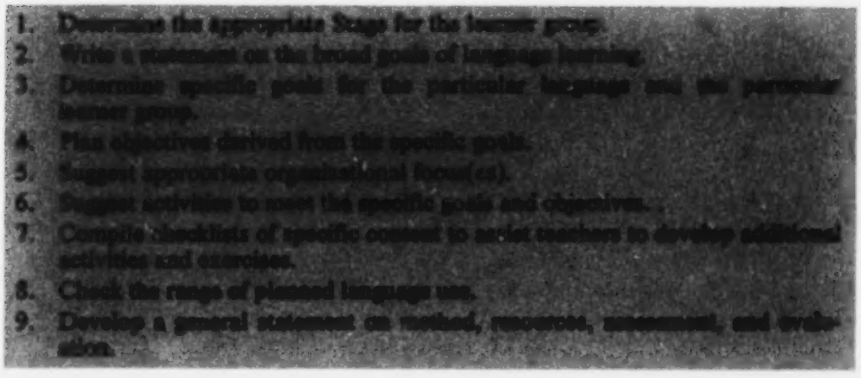
An Overview of Syllabus Development

The *ALL Guidelines* provide a set of materials which are designed to assist syllabus writers to develop syllabuses in specific languages:

- which will be written at a *system level* for a broad-based target group of learners, and which will be used to guide teaching and learning in those languages
- which will be developed and used at *school level* as a basis for programming for particular groups of learners.

Diagram 3 depicts an outline of possible syllabus development pathways using the *ALL Guidelines*. The same basic procedures are likely to be followed for each of these different pathways. Differences will lie in the amount of direct knowledge that syllabus writers have about the particular learning needs and interests of the target group(s) involved.

The suggested procedures for syllabus development are as follows (see Diagram 8):



Although the above procedures are listed sequentially, they should be regarded as interactive and progressively modifiable. In preparing syllabuses, syllabus writers will need to return to previous steps in order to modify those parts which have already been developed.

Each step is elaborated below. Suggestions for alternative sequences are provided at the end of this section.

Step 1.

Determine the appropriate Stage for the learner group

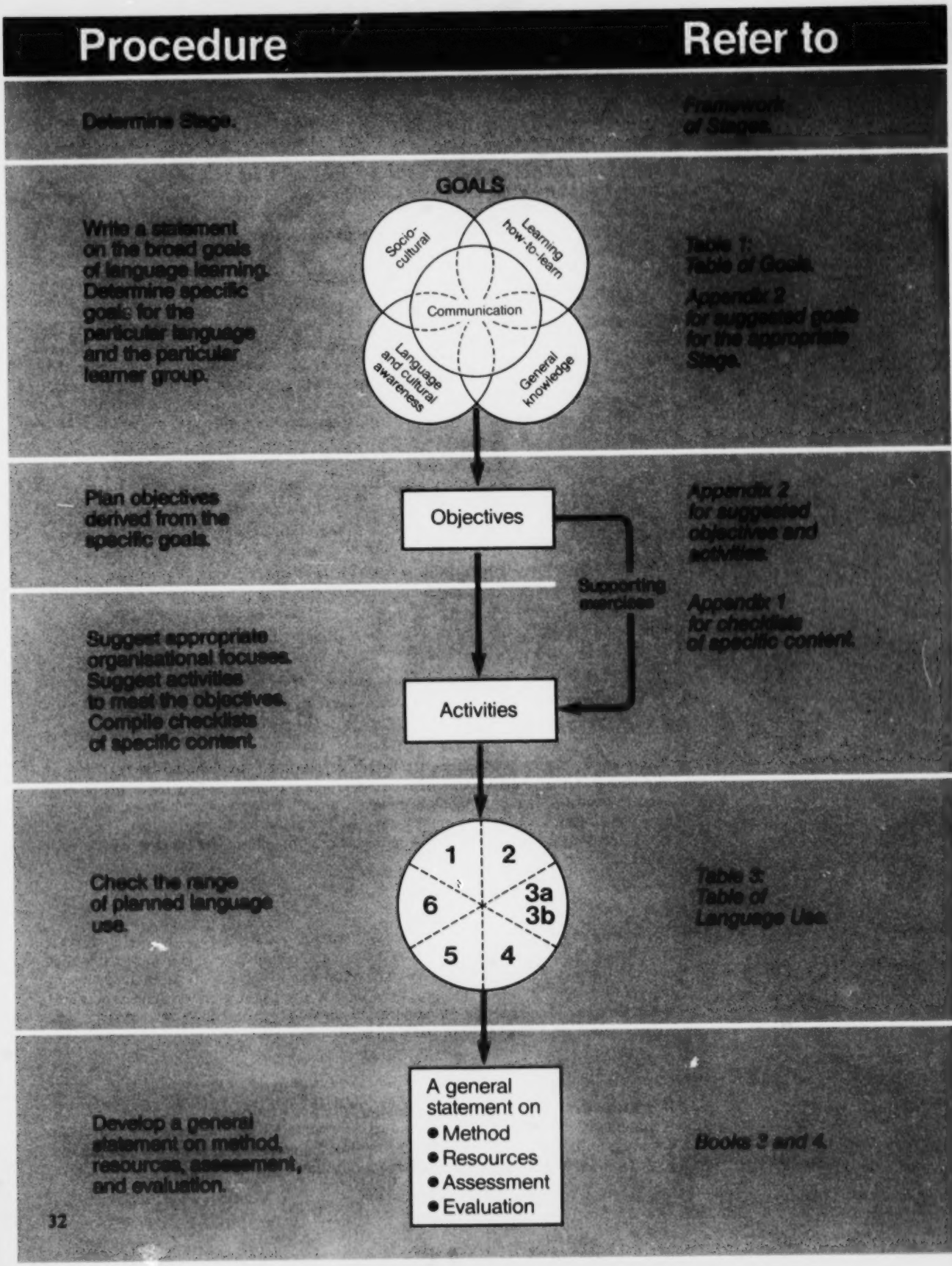
Although a syllabus may be written to cover a complete Stage, it is also possible that a system or a school might choose to develop more than one syllabus to cover an individual Stage. Syllabus writers should refer to the Framework of Stages represented in Diagram 4, and to the Stage descriptions which appear in *A description of the Stages*, when selecting the appropriate Stage.

Step 2.

Write a statement on the broad goals of language learning

A statement of broad goals will serve as an orientation to readers and users of the syllabus. Syllabus writers can refer to the broad goal statements for each of the five goals (see Table 1) to develop a statement of broad goals.

Diagram 8: Suggested procedures for syllabus development



Step 3.

Determine specific goals for the particular language and the particular learner group

Once the appropriate Stage has been established, the characteristics of the learners should be considered (see earlier section on *Learner characteristics influencing syllabus content at different Stages*). With these characteristics in mind, syllabus writers should refer to Table 1 to determine the specific goals for the syllabus.

Syllabus writers will need to decide how much emphasis will be placed on each of the communication goals described. This is likely to differ from Stage to Stage, and from language to language. Syllabus writers will also need to make appropriate refinements and extensions to the sociocultural, learning-how-to-learn, and language and cultural awareness goals suggested for the Stage.

In bilingual and ESL programs, where the target language is both the vehicle for learning as well as the object of learning, general knowledge goals might also be elaborated at syllabus level. Alternatively they might be left for the teacher to develop at programming level, when they can be specified according to the areas of learning and interests of the learner group.

Step 4.

Plan objectives derived from the specific goals

Objectives are derived from the goals which have been determined and refer to what a learner is expected to be able to do at the end of a period of instruction. At the syllabus level, objectives are usually written in general form and are expressed as general objectives. Some examples:

- learners will be able to research a topic and produce an illustrated research project on the topic
- learners will be able to tell each other about some of the similarities and differences that exist between school life in the target country and in Australia
- learners will be able to take part in a telephone conversation, including being able to initiate and close the conversation
- learners will be able to discuss their home life with friends.

Syllabus writers might also wish to indicate whether individual objectives are meant to be achieved in the target language (or in English), depending on the goals from which they are derived, and the particular Stage.

Such general objectives translate readily into activities. Suggested objectives and activities are set out in the *Statement of Suggested Syllabus Content* for each Stage in *Appendix 2*. Syllabus developers need to refine and extend these to make them appropriate to the particular language and to the needs of the specific group(s) of learners for whom they are writing.

It should be noted that objectives may be derived from any of the five broad categories of goals. In the *Statements of Suggested Syllabus Content*, objectives and activities are suggested for each of the communication goals as well as the sociocultural, the learning-how-to-learn, and the language and cultural awareness goals.

Note: General objectives constitute a further refinement of the specific goals and are closely related to the activities. Syllabus writers may consider general objectives to be a level of detail which is not necessary for their purposes.

Step 5.

Suggest appropriate organisational focus(es)

Activities are best grouped in some way. An organisational focus brings activities together, helping teachers to develop ideas for further activities and to collect resources which can be used for a number of activities. An organisational focus might include any of the following:

- *a theme or topic* e.g. self, home, leisure activities, witches, Christmas
- *a skill* e.g. research, study skills
- *a genre* e.g. report-writing, letter-writing, debating, giving formal speeches
- *a literary genre* e.g. poetry, folk-songs, short-stories
- *a project* e.g. a research project such as 'children's games in (the target country)', 'rivers'; class projects such as 'organising a picnic' or 'making a mural'
- *a text* e.g. a particular novel, collection of poems or short stories
- *a topic from another curriculum area* e.g. balance (primary maths), maps (social studies), the food cycle (science).
- *a combination of any of the above.*

It is possible for a syllabus to be developed around a number of sections or 'modules', each of which might be based on a different organisational focus. Modules might be prescribed and/or they might be presented as options. It is desirable that they be based on a variety of focuses (e.g. one might organised around a theme, another around a skill, another around a literary genre, etc.) in order to provide flexibility and variety.

It is also possible for syllabuses to employ a common organisational focus throughout (e.g. themes). In this case it is important that the processes implied in some of the alternative organisational focuses be included within the thematic content.

Step 6.

Suggest activities to meet the specific goals and objectives

Since the ultimate goal of language teaching/learning is to develop learners' ability to use the target language in a meaningful way, it is necessary and desirable to emphasise the place of activities which promote communicative use of the target language and which bring together particular language elements, knowledge, and skills. The activities will be developed within the organisational focus(es) selected.

Suggested general objectives and suggested activities are provided in the *Statements of Suggested Syllabus Content* in *Appendix 2*. In language-specific syllabus development, specific goals and general objectives are elaborated into activities in the following way:

Specific goal

Learners will be able to establish and maintain relationships and discuss topics of interest e.g. through the exchange of information.

General objectives:	*Activities:*
Learners will be able to discuss their home life with friends in the target language.	In pairs, learners prepare a set of questions to ask each other about their life at home. They then change partners; individuals in each new pair ask and respond to the other's questions.
Learners will be able to describe their home life to a penfriend.	Learners write a letter to a penfriend telling them about their home life.

Step 7.

Compile checklists of specific content to assist teachers to develop additional activities and exercises

A checklist of suggested specific content should be provided in a language-specific syllabus. Teachers will use this checklist to formulate objectives, activities, and exercises at the programming level, amending and adding to the list according to the needs and interests of their learners.

A general checklist of specific content which is not Stage-related is provided in *Appendix 1*. This list is designed to provide syllabus writers with an overview from which specific content can be selected. Relevant discussion is also provided. The following sections are dealt with in the general checklist:

Language items related to the communication goals:

- common communicative functions (e.g. requesting, asking for information, apologising, etc.)
- common general notions (e.g. time, quantity, duration, etc.)
- common features of textual cohesion
- language exponents
- grammar
- vocabulary
- phonological and graphological features
- modes of language use.

Sociocultural items related to the sociocultural goals:

- sociocultural contexts
- roles and relationships
- sociocultural data.

Skills and strategies related to the learning-how-to-learn goals:

- cognitive processing skills
- learning-how-to-learn skills
- communication strategies
- genres.

Subject matter related to the general knowledge goals

Suggested organisational focuses

- themes and topics
- other focuses.

Stage-related checklists are provided in *Appendix 2*, where suggested specific content for each Stage is outlined.

Exercises may also be described in a syllabus, depending upon the level of detail which the syllabus writers wish or are able to include. Exercises are designed to assist learners to meet the objectives, and to participate effectively in activities. Teachers and syllabus writers can use the checklists of specific content to assist them in developing exercises (see *Appendix 1*).

Step 8.

Check the range of planned language use

It is important for syllabus writers to be aware of the types of activities which are promoted and therefore the range of language use which is developed in a syllabus. This can be checked by referring back to the activity-types. General objectives and activities may be categorised according to activity-types, and then entered on a *Checksheet of language use* such as the one represented in Diagram 9. Such a checksheet enables syllabus writers to match the activities that they have developed with the activity-types, and thus provides a mechanism for checking the range of language use planned for the learner group in the particular language.

Step 9.

Develop a general statement on method, resources, assessment, and evaluation

Method A statement on an appropriate methodological approach to teaching should be included in the syllabus. One way to do this is to state the eight principles of language teaching and learning provided in the *ALL Guidelines* (see Book 1), and to add a broad summary of the methodological implication of the principles. The statement of method should also point out that decisions relating to the grading of content within the syllabus (i.e. decisions about which activities and exercises should precede or follow others) need to be made by teachers at the level of programming. Guidance on method is provided in the *Method* section of Book 3.

Resources The term 'resources' includes human resources (e.g. visitors to the classroom and members of the target language community, as well as published and unpublished print, audio, and video materials, and hardware such as audiovisual equipment and computers). Guidance on the selection, adaptation, and creation of resources can be found in the *Resources* section of Book 3.

Assessment A statement on assessment may include all or some of the following:

- the purposes of assessment
- strategies for assessing performance
- the focus of assessment
- criteria for judging performance.

Guidance on assessment is provided in the *Assessment* section of Book 3.

Evaluation A statement on evaluation might include the purposes of evaluation and possible evaluation techniques. Guidance on evaluation is provided in Book 4.

Diagram 9: Checksheet of language use

	FOCUS ON COMMUNICATION To develop learners' ability to:	BRIEF DESCRIPTION OF ACTIVITY				ASSESSMENT ACTIVITIES (if separate)
INTERPERSONAL	• Establish and maintain relationships and discuss topics of interest e.g. through the exchange of information, ideas, opinions, attitudes, feelings, experiences, and plans					
	• Participate in social interaction related to solving a problem, making arrangements, making decisions with others, and transacting to obtain goods, services and public information					
INFORMATIONAL	• Obtain information by searching for specific details in a spoken or written text, and then process and use the information obtained					
	• Obtain information by listening to or reading a spoken or written text as a whole, and then process and use the information obtained					
	• Give information in spoken or written form e.g. give a talk, write an essay or a set of instructions					
AESTHETIC	• Listen to, read or view, and respond personally to a stimulus e.g. a story, play, film, song, poem, picture					
	• Be involved in spoken and written personal expression e.g. create a story, dramatic episode, poem, play					

Summary of alternative sequences of steps in syllabus development

The models which follow are suggested as alternative approaches to syllabus development.

Model 1

Broad goals → specific goals → organisational focus(es) → general objectives (within each organisational focus) → activities → checklists of specific content → check range of planned language use → a general statement on method, resources, assessment, and evaluation.

Model 2

Broad goals → specific goals → general objectives → organisational focus(es) → activities derived from the general objectives and related to the organisational focus(es) → checklists of specific content → check range of planned language use → general statement on method, resources, assessment, and evaluation.

Model 3

Broad goals → specific goals → organisational focus(es) → activities → checklists of specific content → check range of planned language use → a general statement on method, resources, assessment, and evaluation.

In Models 2 and 3 organisational focus(es) may be provided as a list in the syllabus. Activities are then grouped within the organisational focus(es).

Conclusion

It is likely that syllabuses developed according to the *ALL Guidelines* will provide a substantial amount of detail to guide teachers in their programming. The format which is selected for the presentation of the syllabus will vary according to factors such as the amount of detail required by the particular system or school where the syllabus is to be used, the amount of information that the syllabus writers have about the learner group(s) for whom they are preparing the syllabus, and the degree of prescription and/or choice that syllabus writers wish to include.

Programming

The syllabus provides teachers with suggested goals, objectives, and activities for a broad group of learners within a specified Stage. Teachers use the syllabus as a guide when selecting, organising, and recording in detail in a program the learning experiences for a particular group of learners.

A program can be defined as a description of the planned learning of a class, a group, or an individual learner over a specified period of time. A program also stands as a record of the learning which takes place. It will include a statement of what will be learned, and how, as well as details of resources to be used, and assessment and evaluation procedures.

A good program should not be regarded as something that is static. It should always be sufficiently flexible to allow for modification in the light of how it actually works in the classroom and in response to the changing needs and interests of the learners for whom it was prepared. This implies that learners ought to have a say in the planning of a program and also an opportunity to negotiate changes (see Book 1, *Principle 8* and Book 3, section on *Method*). Although a well prepared program is an essential tool for any teacher, it should always be viewed as a guide only and not as something that needs to be rigidly adhered to at all times.

Programming is a process which enables teachers to present their subject to its best advantage in a way that is relevant, ordered, and developmental for the learner.

The amount of detail that a program contains will depend to a large degree on the expertise, experience, and needs of the teacher who will use it. The programming rationale which follows, therefore, should be viewed as comprehensive but by no means exhaustive.

Rationale

A program which is thoughtfully, carefully, and professionally prepared will benefit the teacher and the learners as individuals, and as partners in the learning process. As far as teachers are concerned, such a program:

Philosophical rationale for programming

- will reflect their theory about how learners learn
- will help to clarify and expand their thinking about the languages curriculum
- will assist them to integrate the various components of the curriculum jigsaw
- will help them to gain in confidence because of the program's direction and clarity of purpose
- will contribute to their professional development
- can provide accountable evidence of good practices.

As far as learners, both as groups and as individuals, are concerned, such a program:

- can provide them with a sense of direction in their learning
- can, through the process of negotiation, provide an opportunity for them to have a meaningful say in their own learning, and ensure that their individual needs and learning styles are catered for.

Organisational rationale for programming

A program which is thoughtfully, carefully, and professionally prepared:

- puts the syllabus into a time-frame
- provides both teachers and learners with a means of ensuring that goals and objectives are achieved, both by the class as a whole, and by individual learners within the class

- provides a continuing record of language, knowledge, skills, and concepts developed
- is an accountable record of the learning activities of a class, and a means whereby a faculty or a school administration can evaluate its curriculum
- is essential for good classroom management and organisation
- can be a model for supervisory work for beginning or relieving teachers.

Programming based on the *ALL Guidelines*

A language program based on the *ALL Guidelines* will:

- combine the eight principles of learning (see Book1) with the suggested syllabus content for the appropriate Stage
- help to ensure that all language is presented in an appropriate sociocultural context
- give a central place to activities to promote language learning and the use of language in contexts which are as true to life as possible, and in which learners feel involved
- place value on exercises which focus on a particular linguistic form, skill, or strategy to support activities
- demonstrate a spread of activities and a spread of exercises so that language development is supported by variety
- interrelate lessons and units of work in a way which ensures the consolidation, continued development, and extension of learners' language resource
- include an appropriate assessment scheme
- provide a cross-reference with text books (where applicable) and with other resources
- include a mechanism for ongoing evaluation of the program (see Book 4).

In short, programming for languages is a process which helps teachers ensure that all the various components which are part of the languages curriculum are in fact covered and integrated.

Factors to be considered

Programming involves making decisions about classroom learning which are fundamental to the kind of program which is to be developed. When such decisions are made, certain important factors need to be considered. These relate to the context within which the program is to be written and implemented, and the underlying philosophy of learning. Each of these factors is dealt with in turn below:

Factors relating to context

The school language policy

Policies will differ from school to school, but in general, they will all express beliefs and assumptions about what language is and how it is learnt, and they will also consider the question of the development of individual learners and their different and changing needs. School language policies are important agreements made by school personnel regarding beliefs about language learning and its place in the total school curriculum. Teachers need to carry out programming within the context of the school policy.

Profile of the learner group/selection of appropriate Stage(s)

A good learner group profile will contain accurate, up-to-date information on why the particular group of learners for whom the program is being prepared, is studying the language, what their interests are, what their existing knowledge of the language is (if any), and what their projected language needs might be. It will also contain information about learners' ages and level of schooling and will provide a yardstick for all decisions that the teacher makes during both the writing and the implementation of the program.

There are various strategies that teachers with an unfamiliar class might use to build up a group profile. These include:

- seeking information from learners' previous teacher(s)
- examining school records
- examining examples of learners' past work
- administering a simple questionnaire

- talking informally to learners
- teaching the class for 2–3 weeks, and observing and recording information about stengths, weaknesses, interests, and needs before preparing a formal program.

All of the information gleaned will enable the teacher to ascertain which Stage(s) is/are most appropriate for the target group, and what further learning experiences should be planned to meet the needs of the learners.

Organisational factors

- *Time availability* The total length of the course being offered, the number of lessons per week, the duration of each lesson, and how much time it is expected will be spent on any individual unit of work should be considered when planning a program.
- *Support materials* Materials which are in constant use (such as textbooks, teacher handbooks, flashcards, OHTs and other commercially produced or teacher-prepared resources), as well as appropriate audiovisual and printed materials, need to be considered in programming. Human resources and any other resource which might need to be booked in advance should also appear in the program to allow adequate time for forward planning.
- *Classroom layout* The teacher will also need to ascertain whether the classroom layout will be sufficiently flexible to allow for different types of learning activities and maximum interaction (with learners working as individuals, in pairs, in small or large groups, or as a whole class).

Factors relating to the underlying philosophy of learning

The eight principles of language learning

These principles (see Book 1) are fundamental to the planning of a language program based on the *ALL Guidelines*. The principles remind teachers of the learning conditions under which learners best learn a language. They assist teachers to make informed and principled choices in the development of their teaching program.

The activity as the central unit of teaching and learning

If the best learning conditions are to be created for learners, teachers need to plan activities and exercises (see earlier section on *The activities-based syllabus*). The balance between activities and exercises in any program will depend on the teacher's decisions regarding learners' need for focused work. Activity-types provide teachers with an organisational mechanism for developing and monitoring both learning and assessment activities.

Developing a program

The method which a particular teacher selects to develop a program for a particular class should reflect not only the needs of the learners for whom the program is being written and the teacher's own professional needs, but also any possible situational constraints which might be placed on the teacher by conditions in his or her particular school.

Programming will involve close reference to the syllabus. The program will differ from the syllabus in that it will relate closely to the planned learning of a particular group of learners, and will contain details of method, resources, assessment, and evaluation.

The program will begin with a general overview of the planned learning for the specified period of time. It will then focus increasingly on the more concrete or specific aspects of the work to be covered as it becomes more detailed.

Long-term and short-term programs will differ only in the time-span for which the planning is carried out and in the amount of detail they contain. A long-term program might cover a period as long as a term, a semester, or a year. It is likely to be made up of a series of interrelated shorter-term units of work, which aim collectively to achieve the goals set out in the long-term program.

It is suggested that there are ten steps in the programming process. As with the steps in syllabus development, these should not be regarded as fixed, but rather as interactive and progressively modifiable. They are as follows:

Step 1.

Select appropriate Stage-related syllabus(es)

Teachers may have available to them one of the following types of syllabus:

- *A language-specific, school-based syllabus, developed for the school, or for the group of learners in question.* In this case, teachers will be working from a syllabus which has probably already taken into account the teaching context and the needs of the learners in that context. Refinements necessary at the programming level will relate mostly to learners' particular needs and interests.
- *A language-specific syllabus prepared outside the framework of the ALL Guidelines.* In this case, teachers are able to adapt the syllabus at programming level according to the principles and activities-base proposed in the *ALL Guidelines*.
- *The non-language-specific Stage-related descriptions of syllabus content given in Appendix 2 of the ALL Guidelines.* In this case, teachers will have a broad syllabus statement as a guide. In developing programs from this broad statement, teachers will need to keep in mind that the suggestions made are not language-specific, and that they will probably need to refine the broad syllabus statement according to the context of their system and their school.
- *A language-specific prototype syllabus developed on the basis of the ALL Guidelines.* In this case teachers may have to keep in mind in their programming that they will probably need to refine or adapt the syllabus according to the contexts of their system and their school.

When preparing programs using any of the above syllabuses, teachers will need to refine and extend the specific goals, objectives, and activities which are presented in the syllabus or syllabus guidelines according to the needs and interests of their particular group(s) of learners.

Step 2.

Determine specific goals with reference to the syllabus, and according to the needs of the particular learner group

In a long-term program a general statement on broad goals is needed. If a syllabus exists, such a statement does not need to be repeated in the program. In a short-term unit of work a statement on the relevant specific goals is necessary. An example of a statement on specific goals for a short-term unit of work is provided below:

Communication goals:

- to develop learners' ability to establish and maintain relationships and discuss topics of interest e.g. through the exchange of opinions
- to develop learners' ability to participate in social interaction related to making arrangements and making decisions with others.

Sociocultural goal:

- to develop learners' understanding of the everyday life patterns of their contemporary age-group in the target language community.

Learning-how-to-learn goal:

- to develop learners' learning-how-to-learn skills and communication strategies e.g. specific listening and speaking skills, and taking turns in an appropriate manner.

Although it is most likely that other goals would also be integrated into this unit, the specified goals are the focus for the unit, and objectives and activities will be derived from these goals in particular. This ensures that the unit has a clear focus for teaching, learning, and assessment.

Step 3.

Determine objectives derived from the specific goals

Objectives may need to be stated in a general form or in a more specific form. They are more likely to be stated as general objectives in a long-term program, but may appear in both forms in a short-term program (see Diagram 10, *Focus wheel*) as learning experiences at this level are planned in more detail. General objectives constitute a further refinement of the specific goals and are closely related to the activities. For these reasons teachers may consider general objectives to be a level of detail which is not necessary for their purposes. Examples of both general and specific objectives appear below:

General objectives:

- learners will be able to research a topic and produce an illustrated three-page research project on the topic
- learners will be able to introduce themselves and others to people of their own age
- learners will be able to tell other learners about some of the differences and similarities that exist between school life in the country where the target language is spoken and their own school life in Australia
- learners will be able to invite visitors from the target language community to a picnic (e.g. parents and grandparents or background-speakers in the class)
- learners will be able to use the Telephone Interpreter Service, initiating and closing the call.

Specific objectives:

- learners will be able to fill in the correct form of the past tense in the appropriate gaps
- learners will be able to write down the names of the objects pictured on the worksheets.

Specific objectives may also be written in short form, indicating the particular content on which the teacher plans to focus. For example:

connecting words
paragraph changes
topic sentences
body language when talking politely to an older person
past tense (verbs listed)
sets of phrases, vocabulary (listed)

When formulating objectives, teachers should refer to the syllabus (if available), the suggested list of objectives and the *Checklists of specific content* set out in *Appendix 2*.

Wherever possible, it is best to relate specific objectives to the context of general objectives. For example:

General objective:

- learners will be able to invite visitors from the target language speech community to a picnic (in both spoken and written form)

Specific objectives (i.e. what will the learner need to be able to do in order to achieve the general objective):

- learners will be able to:
  - use appropriate register (and gestures with spoken form)
  - provide relevant information (date, time, place)
  - ask for a reply to an invitation
  - use correct pronunciation
  - use vocabulary and phrases needed (listed)
  - use correct spelling
  - use the future tense
  - understand conventions of written language
  - address invitation envelopes

Step 4.

Decide on organisational focus(es) for different units of work

Activities and exercises are best grouped in some way. An organisational focus brings activities together, helping teachers to develop ideas for further activities and collect resources which can be used for a number of activities. An organisational focus promotes the recycling and reinforcement of learning.

In a long-term program a range of different focuses is appropriate, whereas a unit of work is best limited to a single focus (e.g. a theme or topic, a skill, a genre, a literary genre, a project, or topic from another area of the curriculum). See Step 5 in *An Overview of Syllabus Development* and *Appendix 3* for examples.

Teachers may wish to incorporate the activities and exercises from a textbook into their programs. It is likely that after examining the content of the textbook in the light of the particular goals set in the program, teachers will be able to expand on the textbook course and provide a more enriching program for their learners.

Step 5.

Select/develop activities and exercises within the particular organisational focus(es) to meet the specific goals and objectives

Activities and exercises should be derived from the objectives, though they will also arise incidentally in the course of the teaching and learning process, according to the needs and interests of the learners.

Activities may be short-term, covering a short space of time (e.g. writing a paragraph, or playing a short game), or longer-term, taking perhaps several lessons to complete (e.g. a research project, or an activity which focuses on painting and labelling a large mural for the classroom wall).

Exercises are valuable to:

- support learning and to assist learners to prepare for an activity (e.g. revise the formation of a particular tense, learn new vocabulary and phrases, etc.)
- focus on a weak point during an activity (e.g. the teacher points out a common error and practises the correct form with learners)
- focus on a learning point after an activity (e.g. revision of a particular form after an assessment activity).

When developing activities and exercises teachers also need to:

- refer to *Resources and Activities which Promote Communicative Use of the Target Language* in Book 3, for examples of different types of activities and exercises
- keep in mind the grading criteria set out in *Guidelines for grading syllabus content through activities* when considering the order of presentation and appropriateness of learning experiences.

Step 6.

Check the range of planned language use

Teachers can monitor and check the range of language use planned in their programs by referring back to the activity-types. The *Checksheet of language use* (Diagram 9) can be used for this purpose.

Step 7.

Describe the method to be used for each unit of work

A statement on method should include details of classroom organisation and teaching strategies which are appropriate for different activities and units within the program. Teachers should bear in mind the eight principles of language teaching and learning, when determining appropriate teaching methods.

Step 8.

List the resources needed for each unit of work

A statement on resources required for each unit needs to be made in the program. This will help teachers to ensure that a variety of resources is used, and that they are available when needed. (Guidance on the selection, adaptation, and creation of resources is provided in the *Resources* section of Book 3).

Step 9.

Indicate what will be assessed, the method of assessment, and the criteria for assessment for each unit of work

A statement on assessment includes:

- an indication of the activities and exercises which will be assessed
- the strategies to be used to assess (e.g. observation, written tests, etc.)
- the criteria for judging performance in the specified activities and exercises.

(Guidance on assessment is provided in the *Assessment* section of Book 3).

Step 10.

Determine the method of and the criteria for evaluation

A statement on evaluation includes the following:

- the purpose(s) of the evaluation
- a list of those who will be carrying out the evaluation (e.g. self, a colleague, learners)
- the specific techniques to be used (e.g. observation, questionnaires, interviews, etc.)
- the specific evaluation criteria.

(Guidance on the process of evaluation is provided in Book 4.)

Summary of alternative sequences of steps in programming

Programming, like syllabus development, is an interactive and progressively modifiable process and there are several different sequences of steps which teachers might follow. For example:

Model 1

Specific goals → organisational focus(es) → general objectives for the focus area(s) → activities and exercises → check the range of planned language use → describe method, resources, assessment, and evaluation.

Model 2

Specific goals → general objectives → organisational focus(es) → activities and exercises → check the range of planned language use → describe method, resources, assessment, and evaluation.

Model 3

Specific goals → organisational focus(es) → activities and exercises → check the range of planned language use → describe method, resources, assessment, for evaluation.

In all the above models, specific objectives are formulated to plan for the teaching of items of language, knowledge, skills, and strategies. (See the Language Development, Skills Development, Sociocultural Aspects, and General Knowledge segments of the *Focus Wheel* in Diagram 10.)

Programming tools

The following are offered as suggestions for planning activities and short-term units of work:

Focus wheel

A tool for short-term programming is the focus wheel (Diagram 10). The focus wheel outlines on one sheet all of the various elements that need to be considered in programming, and at the same time demonstrates how all of the elements are interrelated. The focus wheel can be filled in accordance with the programming procedure already outlined.

Planning sheet

The planning sheet in Table 5 contains the same information as the 'focus wheel', but it is set out as a table rather than as a wheel. An example of a unit of work prepared in this way is provided in *Appendix 3* (Example 1).

An example of the same unit of work prepared using both the planning sheet and the focus wheel is provided in *Appendix 3* (Example 2).

Planning web

The format of a planning web is provided in Diagram 11. The planning web can be used in the following ways:

- To develop objectives and activities related to an organisational focus (before writing them into a program).
- To elaborate from a planned program where the relationship between objectives, activities, and exercises might not be stated closely enough for planning purposes. The planning web will assist teachers to determine the relationship and to make it explicit.
- To prepare part of a unit of work. If the goals, objectives, activities, exercises, and resources for a unit are set out in this way, it is important that statements of method, assessment, and evaluation also be included.

Checksheet of language use

This checksheet (see Diagram 9) may be used both as a planning tool and as a means of checking the kinds of language activities in which learners are participating. It enables teachers to match individual activities against activity-types (keeping in mind that it is possible for any one activity to be matched against more than one activity-type at the same time), and to build up a picture of the range of activities (and hence, language use) that is planned or that has occured. Teachers can see which activity-types, and therefore which dimensions of language use, are being emphasised, and check whether the analysis matches their perception of language use in the planned activities.

An example of a compieted *Checksheet of language use* is included in *Appendix 3*. This sheet relates to the unit of work in Example 1.

Teachers can select or adapt any of the suggested planning tools outlined above or devise new ones to suit their own planning style.

Diary planner

Many teachers also find it useful to keep a 'diary planner' to supplement their longer-term program statements. This day-to-day planner can assist teachers to make an immediate evaluation of a lesson just completed, and to decide on the most appropriate starting point for the next lesson. The planner can be a valuable tool when teachers need to diverge from their program for a particular reason and want to keep a record of exactly what work has been covered. It can also be used to plan for new or negotiated content in the program, enabling teachers to focus on day-to-day issues and meet learners' changing needs as they become evident.

At the programming level teachers are working in close contact with groups of learners. They are therefore more familiar with the needs of the learners than syllabus developers are. Teachers also have the opportunity to consult with learners when planning progams, and are able to adapt programs during the course of the teaching/learning process. When teachers plan according to the needs of a particular group of learners, and consult and adapt, they are developing skills necessary to translate the broad requirements of the syllabus into a form which makes it relevant to the needs and aspirations of individual learners.

Diagram 10: Focus wheel

Description of target group

Organisational focus (e.g. theme, topic, text, skill, genre)

Specific goal(s)

Communication

Sociocultural

Language and cultural awareness

Learning-how-to-learn

General knowledge

General objectives

Method

Evaluation

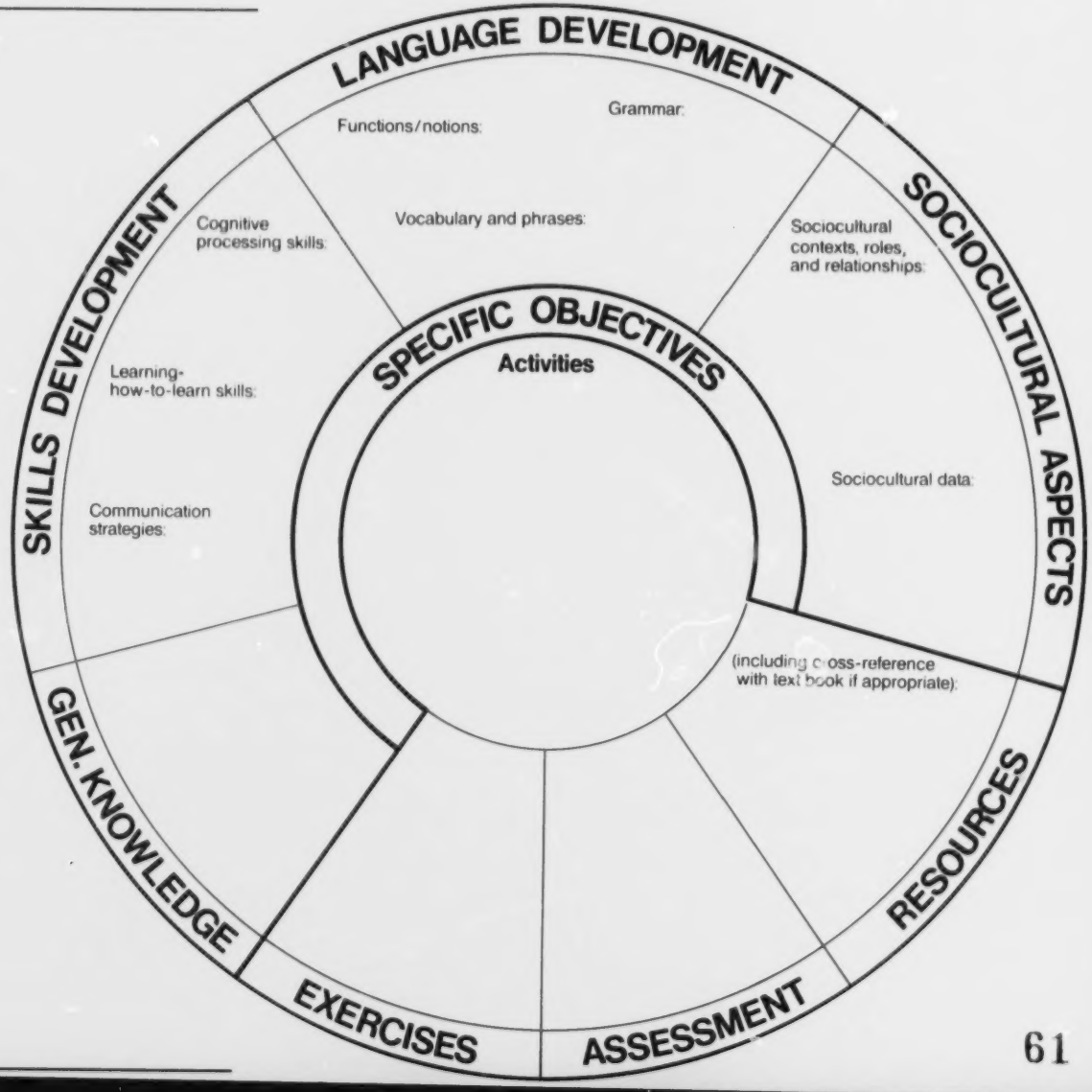


Diagram 11: Planning web

Goals:

Resources needed:

[**Note:** If the planning web is used to develop a unit of work, statements of method, assessment, and evaluation will need to be added.]

Table 5: Planning sheet for units of work

Description of target group:

Stage(s):

Organisational focus (e.g. theme, topic, skill, genre):

Specific goal(s):

Communication:

Sociocultural:

Language and cultural awareness:

Learning-how-to-learn:

General knowledge:

General objectives: **Specific objectives:**

Activity/ies:

Exercises:

Statement on method:

Statement on resources:

Statement on assessment:

Evaluation:

Appendixes

Notes

Appendix 1 provides a statement on specific syllabus content. Discussion of some aspects is included. The lists provided are comprehensive, but not necessarily exhaustive.

Appendix 2 contains a statement of suggested syllabus content for each Stage.

Appendix 3 contains examples of units of work developed using several of the planning tools described in the previous section on *Programming tools*.

Appendix 1

Statement on specific syllabus content

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Language items related to the communication goals

Common communicative functions

Most functions and many general notions are likely to appear in the early Stages of language learning, but will be recycled in later Stages with increasing contextual variables and shades of meaning, requiring an increasingly complex grammatical system and vocabulary, and a growing range of registers to realise them.

It is important to note that in language use, one linguistic form may fulfil a variety of functions, and one function may be expressed in many different forms. The following list of communicative functions has been divided into broad categories to assist teachers and syllabus writers.

Socialising (initiating and reacting)
Using different modes of address
Greeting
Enquiring about health
Leave-taking
Introducing
Thanking
Expressing good wishes, etc.

Exchanging information (asking questions, making statements, and reacting)
Identifying
Asking for/giving information
Describing
Comparing
Narrating
Reporting
Seeking confirmation
Enquiring about or stating facts
Enquiring about or expressing opinions/knowledge
Agreeing or disagreeing
Enquiring about or expressing certainty and doubt
Asking for or giving permission
Enquiring about or expressing usefulness
Enquiring about or expressing necessity and need
Arguing for and against
Enquiring about or expressing intention
Expressing hope
Enquiring about or expressing ability or inability
Stating obligation
Enquiring about or expressing likes, dislikes, preferences
Enquiring about or expressing wishes
Commenting
Responding and reacting to requests for information, statements, and comments
Explaining
Justifying
Persuading, etc.

Expressing attitudes (initiating and reacting)
Asking for evaluation
Expressing love
Expressing admiration
Expressing approval or disapproval
Expressing interest or disinterest
Expressing anticipation
Expressing friendship
Expressing sympathy
Expressing praise/encouragement
Expressing surprise
Expressing regret
Expressing worry/reassurance
Expressing indifference
Expressing boredom
Expressing resignation
Complaining
Expressing disappointment
Expressing anger
Swearing
Expressing disgust
Expressing abuse
Expressing apology, etc.

Getting things done (initiating and reacting)
Offering
Requesting
Suggesting
Making arrangements
Inviting
Reacting to offers, requests, suggestions, and invitations
Advising
Warning
Reminding
Instructing
Helping
Persuading, etc.

Organising and maintaining communication
Attracting attention
Pausing
Holding the initiative
Seeking confirmation
Expressing lack of comprehension
Asking for repetition or rephrasing
Asking how to spell something mentioned
Asking for an explanation/translation
Asking someone to explain what they just said
Asking how to say something in the target language
Setting out a letter
Punctuating and paragraphing
Telephoning, etc.

Common general notions

People, places, things, events, qualities, and ideas
People
Places
Things
Actions/events
Qualities
Ideas/propositions
Existence/non-existence
Availability/non-availability
Presence/absence, etc.

Time
Clock time
Points in time
Present time
Future time
Past time
Commencement
Termination
Continuation
Change
Beforehand/afterwards/at the same time
Sequence
Duration
Frequency, etc.

Space
Location
Movement
Distance
Motion towards
Motion away, etc.

Quantity
Numbers and fractions
Measurement
Expressions of amount
Expressions of degree, etc.

Characteristics
Shape
Physical appearance
Colour
Substance
Sound
Taste
Smell
Age
Condition
Psychological characteristics, etc.

Evaluation
Price
Evaluating things seen, heard, done, eaten, etc.
Truth/falsehood
Correctness/incorrectness
Normality/abnormality
Utility
Importance
Ease/difficulty, etc.

Relationships between units of meaning
Logical relationships (cause and effect)
Temporal relationships (before and after)
Comparison
Possession
Negation
Actor/action relations

(The above lists of common functions and notions are adapted from Clark and Hamilton 1984.)

Common features of textual cohesion

The term 'cohesion' refers to the grammatical and/or lexical relationships between the different elements of a text. Where the interpretation of any item in the text requires making reference to some other item in the text, there is cohesion.

Examples (in English) of some of the common features of textual cohesion are provided below:

Reference: reference to phenomena previously mentioned or about to be mentioned by means of 'pro-forms' (i.e. forms which can serve to replace different elements in a sentence):

- I think *so.*
- After a time, *that* race died out.

Substitution: the replacement of one item by another:

- My axe is too blunt. I must get a sharper *one.*
- Do you think Joan already knows? - I think everybody *does!*

Ellipsis: the omission of an item:

- *Some* say one thing, others say another.
- *All* go into the other room.

Conjunction: the underlying semantic relationship that has the cohesive power in conjunctive elements:

- He fell asleep *in spite of* his great discomfort.
- It rained for a week. *After that*, it snowed.
- Then, *as* dusk fell, he sat down at last to rest.

Lexical cohesion: the cohesive effect achieved by the judicious selection of vocabulary. One type of lexical cohesion, for example, is repetition:

- Why does this little boy have to *wriggle* all the time?
  Other boys don't *wriggle*.

(For a fuller exposition of textual coherence, refer to Halliday and Hasan 1976.)

Language exponents

The term 'language exponents' refers to the actual forms that may be used to realise a particular meaning. Thus, for example, the function 'to ask for information' may be realised in English by the language exponent 'Can you please tell me . . .?' The function 'to make a suggestion' may be realised by the language exponent 'Why don't you try . . .?'

To set out language exponents related to particular meanings is, of course, a language-specific matter. In order to see how this has been done for French and German in a school context, it may be helpful to consult Clark and Hamilton, Parts 2 and 3 (1984), which are based on the Council of Europe's work on threshold levels (e.g .Van Ek 1975 and 1977, Coste et al. 1976).

Whether it is sensible to set out such lists of defined language exponents related to particular meanings is a question to which there seems to be no simple answer. If language exponents are set out in advance of the teaching/learning process, there is a suggestion that these are in some sense the 'right' ones to teach. This may have dangerous consequences, since it leads learners (and teachers) to believe that such exponents are the only ways of realising the particular meanings, and that there are no other ways of communicating them. There are very few simple one-to-one relationships between language exponents and the meanings that they can realise. Because teachers often express the wish for guidance as to which language exponents to teach at which Stages, however, it seems helpful to list which language exponents might be taught in the earlier Stages. The selection and grading of such exponents would be based on criteria such as:

- are they useful? (do they seem to cover the meanings most useful to the learner?)
- can they be generalised? (do they seem to fit the greatest number of contexts?)
- are they easy to learn? (in terms of what is known about the stages of interlanguage)
- are they used frequently? (do they seem to cover the meanings likely to be most often met by learners?)
- are they the language that would normally be used? (are they fundamental for a particular activity?).

For later Stages, however, where learners' contextual sensitivity is much better developed, it becomes practically impossible to predict what exponents should be taught, and creating lists of exponents would seem to be unproductive.

Grammar

It remains sensible for syllabus writers to attempt to set out a grammar for each Stage. They need to keep in mind, however, that there will be a wide difference between a receptive grammar and a productive grammar. A description of the projected study of grammar should take some account of the evidence emerging from studies of interlanguage development (Johnston 1985). This description would provide teachers with suggestions as to what grammar to focus upon deliberately at each Stage.

Grammar remains an essential focus of attention in every Stage, since it is this that gives language its generative capacity. Setting out an appropriate grammar for each Stage, however, is a language-specific issue.

The grammar that is set out should be based to some extent on the most appropriate ways of expressing the functions and notions established for a particular Stage, starting in the beginning Stages with the most simple and generalisable patterns, and moving in later Stages to more complex ones. In many languages, for example, it is not necessary in the beginning Stages to focus learners' attention on inverted interrogative patterns for asking questions or making requests. These functions can often be realised in statement form with rising intonation, reflecting the strategy often used by untutored second language learners.

The following list provides teachers and syllabus writers with a guide for determining the grammatical content of their syllabus. Syllabus writers should also refer to the grading criteria set out earlier in this book in *Guidelines for grading syllabus content through activities*.

The following is a list of language universals that should be considered:

- basic word order
- the verb group
- verb markers and noun phrase relationships
- grammatical elements used to express notions of cause, effect, change, and sequence
- sentence construction in speech and in writing
- cohesive devices (see *Appendix 1, Common features of textual cohesion*)
- markers indicating modality (e.g. possibility, likelihood)
- elements essential for word meaning relationships
- culturally based conventions of speech and writing
- style variation related to social relationships

(adapted from Rado in *VCAB Field of Study Design (LOTE)*, 1987).

Vocabulary

As is the case with language exponents, it is probably counterproductive to attempt to set out a vocabulary beyond the early Stages, in which vocabulary can be related to the themes and topics likely to arise within the activities suggested. Beyond the early Stages, vocabulary is difficult to predict, and it becomes more a function of the resources used, of learners' interests, and of activities, rather than of the syllabus itself. Any list of vocabulary provided in a syllabus ought not to be the sole determinant of the texts that are used, nor of the classroom activities that are undertaken.

Phonological and graphological features

It is likely that an almost complete set of phonological features in the target language will be met in the very first Stage of a course. Mastery of such features by non-background learners is usually a gradual process which

represents a restructuring of first language habits towards the conventions of the target language. Nearly all languages contain particular phonological features which can cause difficulties to speakers of certain other languages (e.g. tones in certain Asian languages will cause a degree of difficulty for all learners whose dominant language is non-tonal). Where applicable, it may be helpful for syllabus writers to indicate such features, so that an appropriate focus of attention can be placed on them.

Similarly, both the formation of letters or characters in languages with non-Roman scripts, and the phonetic relationship between what is said and what is written, can cause problems in particular cases. Again, where such features prevail, it is helpful for syllabus writers to draw attention to them, so that they can be dealt with appropriately.

Modes of language use

Modes of communication likely to be encountered will almost certainly include most of the following:

Conversation:	— face to face — on the telephone
Written correspondence:	— person to person — group to group
Listening for information:	— lecture/talk/instructions — from radio — from television — in public announcements
Reading for information:	— from a newspaper or magazine — from public notices and signs
Recording information for oneself or someone else:	— in note-form (when listening to lectures or talks) — as a summary — in a diary — in translation
Giving information in spoken form:	— in public (e.g. in a speech or spoken presentation)
Giving information in written form:	— a formal report
Listening to or viewing, and responding personally in spoken or written form to an imaginative stimulus:	— stories, plays, poems — films, songs, pictures
Reading, and responding personally to an imaginative stimulus:	— stories, plays, poems
Speaking in an imaginative way:	— spinning yarns — telling jokes — relating anecdotes — debating
Writing in an imaginative way:	— plays — songs — short stories — poems — anecdotes — compositions

Sociocultural items related to the sociocultural goals

Sociocultural contexts

These should include contexts in Australia as well as in the target country. Examples include contexts related to:

- home
- school
- leisure
- work
- the news media
- contacts and visits to the target country
- the world of the imagination

Roles and relationships

The roles that learners are likely to have to perform in the medium of the target language might include many of the following:

- self as a learner in class with teacher(s) and other learners
- self as a child or teenager with peers
- self as a child or teenager with adults
- self as a potential adult with others
- self as a potential tourist in another country
- self as a member of target language community in Australia
- self in contact with the target language community in Australia or in the target language country
- self to parents, grandparents, and other relatives
- self as a potential host to visitors who speak the target language

— self as a learner finding out information from target language sources

The relationships that learners are likely to have to enter into in the medium of the target language might include the following:

— self to friend (peer or adult)
— self to stranger (peer or adult)
— self to salesperson or official
— self as an individual within a group

Attitudes that learners will most commonly have to express in such relationships (using appropriate gestures) might include:

— friendliness
— politeness
— formal, semiformal, and informal attitudes
— pleasure and displeasure
— anger

Relationships and attitudes might also be affected by sex-roles, more so in some cultures than in others.

Sociocultural data

Information about the target language community both in Australia and in the country of origin, may be set out by syllabus writers as a guide for teachers organising the content of a language program. Information might relate to the following (depending on the Stage):

- how interpersonal relations are conducted in the target language community
- the everyday life patterns of the learners' contemporary age-group in the target language community
- the cultural traditions of the target language community
- the historical roots of the target language community and its relation to the learners' community
- some of the political and social institutions in the target language community
- cultural achievements of the target language community
- current affairs in the target language community.

Skills and strategies related to the learning-how-to-learn goals

Cognitive processing skills

These enable learners to understand and share values, attitudes, and feelings; process information, and think and respond creatively.

They include the ability to:

- recall and evaluate concepts and generalisations from personal experiences:
  — share ideas
  — illustrate knowledge and values
- understand and express their own feelings and opinions
- analyse, clarify, and develop values:
  — identify and understand feelings and opinions of others
  — examine the consequences of acting upon a particular feeling or opinion
- take action:
  — apply knowledge and values
  — identify with people, ideas, and events
- use their imagination:
  — think and respond creatively
- develop strategies to internalise new language:
  — use mnemonic devices
  — order and categorise
  — compare and contrast
  — evaluate usefulness of strategies, choosing those most effective for themselves
- analyse and judge meaning in a text and apply this understanding to their own written and spoken language:
  — recognise text-types and likely function(s) of a text
  — recognise appropriateness
  — recognise specific cultural allusions
  — distinguish between fantasy, fact, and opinion
  — recognise propaganda
  — recognise bias, reliability, truthfulness, and validity of information given
- make hypotheses and generalisations from specific data, test these out, and reformulate them if necessary
- draw conclusions, using given information
- recognise relationships in a text, and apply this knowledge to their own spoken and written language:
  — identify relationship(s) of various parts of a sentence
  — distinguish important facts and ideas from supporting detail
  — identify main ideas
  — identify sequences
  — identify cause and effect
  — identify relationship(s) of parts of a text by recognising reference markers, discourse markers, chronological sequences, etc.

— predict
— develop ideas logically and cohesively

- develop and modify concepts:
  — compare and contrast data
  — order and categorise data
  — choose appropriate labels for categories
  — analyse concepts in the light of new data
- generate questions
- build on others' ideas

Learning-how-to-learn skills

These enable learners to take responsibility for their own learning.

They include the ability to:

- manage the physical environment in which they have to work (e.g. know how to move about the room purposefully and quietly, and how to keep books and folders; remember to equip themselves with the proper writing and other instruments; know how to work tape recorders, slide projectors, etc.)
- take appropriate risks and learn from mistakes
- work individually
- develop social interaction skills such as the ability to work in a group, cooperating with others, helping them, and being helped by them
- determine their own targets and assignments
- determine appropriate learning strategies and timelines
- use negotiating strategies:
  — evaluate the usefulness of particular resources and activities
  — evaluate their own needs and their own performance
  — express their own opinions
  — fill in questionnaires, contracts
- search for and discover information for themselves
- record information for themselves
- evaluate their own efforts, and the process(es) gone through to achieve an end
- develop specific listening, speaking, reading, and writing skills, related to the learning process.

Specific listening skills

- early listening skills for young learners as appropriate (including the skills listed below, but at earlier Stages of development)
- continuing development of listening skills in the following areas:
  — ability to understand intonation and stress
  — ability to cope with redundancy and noise
  — ability to predict what will be said, and to infer from the context and from knowledge of the world, the meanings of unfamiliar words
  — ability to derive meaning from figurative language (e.g. colloquialisms, similies, metaphors)
  — ability to understand different accents
  ability to use visual and aural environmental clues
  — ability to listen for specific aspects in a text (e.g. sounds and meanings).

Specific reading skills

- early reading skills for young learners as appropriate (including the skills listed below, but at earlier Stages of development)
- continuing development of reading skills in the following areas:
  — ability to locate information (e.g. use a table of contents, index, glossary, encylopaedia, maps, graphs, charts, tables, pictures, typographical aids — headings, italics, bold print.)
  — ability to use additional clues in text (e.g. pictures, charts, labels, etc.)
  — ability to skim: find a word or phrase required as answer to a question, or for use in verifying a statement
  — abilty to scan: to preview a text
  — ability to predict what will be written, and to infer from the context and from knowledge of the world the meanings of unknown words
  — ability to derive meaning from figurative language (e.g. colloquialisms, similes, metaphors, etc.).

Specific writing skills

- early writing skills for young learners as appropriate (including skills listed below, but at earlier Stages of development)
- continuing development of writing skills, including the ability to:
  — write paragraphs
  — develop appropriateness of style and tone
  — write with a range of expression
  — write accurately
  — develop ideas logically and cohesively throughout a text, using appropriate linking devices
  — write in different genres (e.g. letter writing, narrative writing, expository writing: simple discussion of a topic, reports, essays, research projects, etc.)
  — take notes
  — summarise
  — draft and redraft

Specific speaking skills

- ability to use communication strategies (listed)
- ability to pronounce the target language clearly and with accuracy
- ability to convey meaning clearly and coherently.

Communication strategies

Communication strategies are strategies which are used to organise and maintain communication. They enable learners to sustain communication in the target language.

Receptive These include the ability to:

- recognise the context and the participants in conversations and their roles and relationships
- discern the attitude of the writer/speaker

- predict what will be said or written, and to infer from the context and from knowledge of the world the meanings of unknown words read or heard
- interpret gestures, facial expressions, and other paralinguistic devices to assist meaning
- guess the meaning of words from possible roots and/or suffixes or prefixes, or in terms of compounding, or in terms of similarity with cognates in other languages including the first language
- have someone repeat, rephrase, or simplify what has not been understood first time
- have someone spell a difficult name or word in order to assist decoding.

Productive These include the ability to:

- react appropriately to an interlocutor's talk, thus creating coherent discourse
- recognise and use an appropriate register for the particular language context
- initiate speech, maintain and conclude conversations, and take turns in an appropriate manner
- avoid or change a subject, or steer a conversation towards a topic in which there is less chance of breakdown in communication
- attract attention
- pause, holding the initiative
- seek confirmation
- express lack of comprehension
- ask someone to explain what was just said
- ask how to say something in the target language
- use mime, gesture, and facial expression to help convey meaning
- paraphrase when one does not have the right word or phrase to convey what one wishes to say
- use one's knowledge of the relationship between one's first language (or another language) and the target language to convey one's meaning
- use one's knowledge of word formation in the target language to create a possible word or compound to convey one's meaning.

Genres

The term 'genre' is a useful term to help teachers recognise that different types of texts (both spoken and written) have different communicative purposes, and are therefore characterised by important differences in overall structure, and by particular features related to choice of vocabulary, style, register, the use of reference, and tense. Recipes, job applications, narratives, reports, and argumentative essays are examples of different genres. Although there is debate about the existence of clearly distinguishable genres (Reid 1987), the concept is a useful one for teaching purposes. A genre can be said to have its own shape and its own particular features. For example, a narrative can be said to contain the following parts:

orientation:	Last week I went to the beach with my parents.
complication:	My little sister got lost. We couldn't find her anywhere.
resolution:	Then we saw her near the icecream shop.
coda:	We were very happy to find her again.

And a report might contain:

a general classification:	Galahs are birds.
a description:	They are pink and grey and have white crests. They usually fly together in flocks.

Teachers need to be aware that the different activities in which learners engage will involve different genres or text structures, and that a major aspect of language development (in both first and second language learning) involves the learner's ability to deploy language effectively in an increasingly greater variety of spoken and written genres. It is helpful for all learners if teachers are prepared to make explicit to them the different structures and features of the texts they meet, since learners do not perceive and produce these automatically. This can be done, for example, by providing a model of the text required and then pointing out the structure as well as other features.

It is not helpful to attempt to identify genres which would be most appropriately taught within each Stage, since the development of the ability to use language within different genres is gradual. It should be started at an early age and continued throughout all Stages.

Subject matter related to the general knowledge goals

Items of knowledge/subject matter

Syllabus writers may decide to provide teachers with guidelines on subject matter other than sociocultural data (see *Sociocultural items related to the sociocultural goals* in this Appendix). This is most likely to apply in bilingual programs, advanced programs in languages other than English, and ESL programs.

Subject matter will also arise at the programming level from the resources used and from the interests and needs of learners.

Suggested organisational focuses

Themes and topics

The use of themes, like the use of other organisational focuses (e.g. skills, genres, texts), is a means whereby activities can be drawn together under a common umbrella of reference, rather than being presented as a series of unrelated learning experiences. Syllabuses which provide a considerable amount of detail regarding syllabus content, may prescribe or suggest particular themes and topics and/or other organisational focuses.

A theme may be related to the conceptual content (e.g. Animals that live under the sea, Holidays), or it may be related to a situation (e.g. At the post office, Shopping).

A theme can consist of a number of smaller topics which are related to it. A topic is generally a smaller and shorter unit, usually related to conceptual content or a situation. For example:

Themes	*Associated topics*
Personal background	Name Age Family Pets Where one lives etc.
Marine life	Fish Whales Crabs etc.

Themes and topics are likely to relate to learners' projected or present needs in the target language, to personal interests, and to items of topical interest. For some learners, themes and topics may relate to their study in other areas of the curriculum.

Some likely themes and topics are listed below (the list contains suggestions only, and is neither prescriptive nor exhaustive):

- Personal background
- Home
- Pets
- Family life
- Daily routine
- Hobbies and interests
- Sport and fitness
- The pop scene
- Free time
- TV, cinema, theatre
- Holidays
- Travel
- Relationships with others
- Places
- Goods and services
- Accidents and emergencies
- School life and education
- Teenage reading
- Jobs, work, careers
- Topical events
- The environment
- Surprises
- Music
- Growing up
- Future plans and hopes
- Religion
- Advertising
- Politics
- Migration
- Social issues
- Life issues
- Cultural contributions
- Themes related to the learners' study in other areas of the curriculum

Themes and topics should not predominate so much that they become the principle around which a syllabus is developed. Syllabus and program organisation should begin with the careful specification of goals and objectives.

Other focuses

It is less feasible to provide lists within other organisational focuses (e.g. skills, genres, texts, projects, etc.) since these may be chosen from an unlimited range of possibilities within each focus area. Choices will be made at a language-specific level according to the needs of a particular learner group.

Appendix 2

Statements of syllabus content for each Stage

The descriptions which follow represent suggested syllabus content for each Stage. These suggestions should not be seen as prescriptive but rather as possible language areas on which teachers, syllabus writers, and those involved in the production of language learning materials can draw. The objectives, activities, contexts, roles, relationships, themes, topics, functions, and general notions listed do not constitute a rigidly defined language syllabus, nor is a specific sequence implied. In all syllabuses and programs of work, syllabus writers and teachers will need to allow for additional content arising from negotiation with learners (see *Method* section in Book 3).

The suggestions are necessarily broad, and though examples are drawn predominantly from European languages, they are designed to be applicable to all languages. They are not exhaustive, nor are they in any sense prescribed for all languages and unalterable. Teachers and syllabus writers preparing language-specific syllabuses need to select content and make amendments at two levels, firstly on the basis of the specific language involved, and secondly on the basis of the needs and interests of the particular group(s) of learners. Such amendments will need to occur within the context of the educational system in which the syllabus(es) will be used.

It should be emphasised that there is a difference between receptive and productive language use. For receptive purposes learners ultimately need to be able to deal with all language used by fluent background-speakers. For productive purposes they need to learn to express themselves within the language resource they have developed at any particular time. It is to be expected that learners will have a greater receptive than productive language resource in all Stages.

Except for the beginning Stages, each Stage includes the content of all previous Stages. The repeated content is recycled from Stage to Stage through different activities involving different language, knowledge, and skills. The language functions drawn upon will be the same at all Stages, but will be recycled in later Stages with increasing contextual variables and shades of meaning, requiring an increasingly complex vocabulary and grammatical system, and a growing range of registers to realise them.

The syllabus content provided for each Stage (except Stage 5) takes the following form:

- Suggested *objectives* and *activities* for each activity-type (i.e. focus on communication goals)
- Suggested *specific goals, objectives* and *activities* for each of the following focuses:
  - sociocultural goals
  - learning-how-to-learn goals
  - language and cultural awareness goals
- Checklists of likely functions and general notions, suggested contexts, roles, relationships, themes, topics, grammatical areas, modes of communication, and text-types.

The syllabus content provided for Stage 5 takes the following form:

- Component 1: Continuing development of learners' language resource, based on work done in previous Stages
- Component 2: Some suggested options (suggested specific goals, objectives, organisational focuses, and suggested activities are provided for each option)

Statement of Suggested Syllabus Content for Stages A–C

The statements of suggested syllabus content for Stages A and C are combined. Learners at Stages A and C are not viewed as two distinct groups, but rather as a continuum of learners ranging from those with no previous background in the language (Stage A), to those who have been exposed only to the target language (Stage C). The following diagram depicts some of the possible backgrounds from which these learners might come.

Continuum of learners

Know someone from the target language community

Identify closely with the target language community, but no longer speak the target language in everyday life

Use both English and the target language in everyday life

Have no contact with English (this includes recently arrived migrants)

Have no experience of another language or another speech community

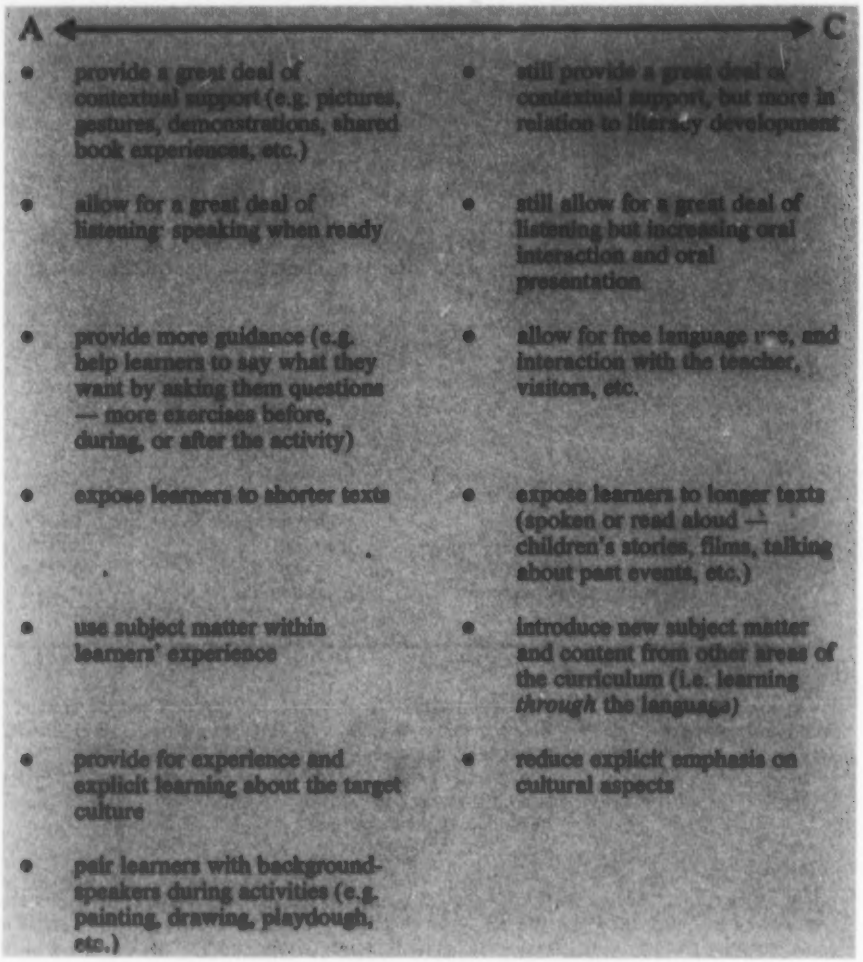
Have spent time with a member of the target language community (e.g. friend next door) and can understand a few formulaic expressions

Listen to and understand grandparents (and others) but do not speak the target language

Speak in the target language with parents and others in everyday life. Still some contact with English (e.g. on TV or outside home)

Some learners may be speakers of a dialect related to the target language. Teachers should value the use of dialect for communication purposes within the family. Such learners are likely to have a good understanding of the target culture as well as some receptive knowledge of the target language; in terms of their productive skills in the target language, however, they may be considered by and large to be second language learners.

Suggested goals, objectives, and activities in this *Statement of Suggested Syllabus Content* are designed for learners in both Stages A and C. Learners' range of experience in the target language and culture is best catered for by using a variety of strategies to adapt and extend activities, so that they are more appropriate for the particular learner group. Possible strategies are presented in the following table:


A
C
• provide a great deal of contextual support (e.g. pictures, gestures, demonstrations, shared book experiences, etc.)
• still provide a great deal of contextual support, but more in relation to literacy development
• allow for a great deal of listening: speaking when ready
• still allow for a great deal of listening but increasing oral interaction and oral presentation
• provide more guidance (e.g. help learners to say what they want by asking them questions — more exercises before, during, or after the activity)
• allow for free language use, and interaction with the teacher, visitors, etc.
• expose learners to shorter texts
• expose learners to longer texts (spoken or read aloud — children's stories, films, talking about past events, etc.)
• use subject matter within learners' experience
• introduce new subject matter and content from other areas of the curriculum (i.e. learning *through* the language)
• provide for experience and explicit learning about the target culture
• reduce explicit emphasis on cultural aspects
• pair learners with background-speakers during activities (e.g. painting, drawing, playdough, etc.)

Further guidance on grading activities can be found in the section of this book *Guidelines for grading syllabus content through activities*. Suggestions to assist teachers to render the activities suitable for the range of learners from A → C are included with many of the examples provided. Teachers are advised to consider the learners' experience of the target language and culture, and to adapt the activity according to their specific needs and interests. Suggested activities which are considered to be suitable for Stage A or Stage C in particular have been marked as such.

Focus on communication goals

Specific goal: Establish and maintain relationships and discuss topics of interest e.g. through the exchange of information, ideas, opinions, attitudes, feelings, experiences, and plans **(Activity-Type 1)**

Some suggested objectives	***Some suggested activities***
To be able to:	
interact in the classroom with teacher and other learners	interacting in whole class activities, in group activities and in play (Mainly Stage C, though Stage A learners can be encouraged to interact with teacher and with background-speakers)
interact in classroom management	listening to and following teacher's directions in everyday classroom management and setting up of activities (A → C)
	using the target language for certain everyday routines e.g. roll call, morning greetings, asking to borrow something, birthday song, etc.(A → C)
talk about self/understand when others talk about self	drawing self, greeting someone (A: One word greeting written below the drawing → C: Extended greeting written below the drawing)
	dressing up corner/fashion parade
	making 'All about me' books; teacher scribes what learners say about pictures in the book (A → C)
	drawing silhouettes from an overhead projector image on the wall; teacher scribes/ learners write what they want to say about themselves (A → C)
get to know someone	writing greetings on balloons (A → C)
	cutting faces out of magazines, then writing a greeting in a speech balloon. (A → C)
	blindfolding one learner who is able to feel other learner to identify him/her (A: Learned phrases e.g. 'Is it . . . John?' questions → C: Can describe what they are finding out as they feel e.g. 'This person is wearing a shirt . . . etc.'
	writing small books with 'I like . . .' or 'I don't like . . .' on each page with pictures (A → C)
talk about/understand when others talk about family and friends	talking about the family through photos (A: Listening, answering questions about their family → C: Telling things that have happened to the family and friends.)
	drawing things you do at home
	dressing up and role play in the home corner
	listening to teacher, visitors, other learners talk about their family using photos, drawings etc (A → C)
	puppets talking about family and friends (A → C)
	drawing and describing friends (A → C)
	drawing around a friend and labelling parts of the body (A → C)
	making and reading a class book together — each learner describes the family/a friend on a page (A → C)
talk about/understand when others talk about possessions	talking about pets/belongings; listening to others talking about pets/belongings (A → C) using objects/pictures to help them understand and talk.
	pretending you are an animal and acting it out — class guess the animal (A → C)
	making an animal/belongings frieze for the classroom — labelling and describing the items
express and understand when others express simple opinions	making a poster/class book/individual book of things children like and dislike (food, presents, animals etc) (A: Learners choose appropriate sentences and fill in relevant word in sentences e.g. 'I really like . . ., I hate . . .' → C: Write/scribe own sentences)
talk and understand when others talk about feelings	making a group book of pictures showing different feelings (A → C)
talk about and understand when others talk about a past event	talking about weekend activities (A: Mostly listening, answering yes/no → C: Describing a 'show and tell')

understand and carry out instructions	in everyday classroom activities
	action songs
	cooking
	movement, mime
	children follow a maze in the classroom, using key words. (A: Understanding → C: Giving instructions)
make/draw things	painting/drawing
	modelling — using plasticene, clay, playdough
	building things with blocks
	creative play using junk materials e.g. cartons, wool, leaves etc. (A: Encouraged to work with/interact with background-speakers if possible. → C: Using target language while working)
participate in games	outdoor games (A → C)
	indoor games — Simon Says, musical chairs, bingo, counting games. (A: Lots of listening → C: Can tell others how to play the game)

Specific goal: Participate in social interaction related to solving a problem, making arrangements, making decisions with others, transacting to obtain goods, services, and public information **(Activity-Type 2)**

Some suggested objectives	***Some suggested activities***
To be able to:	
make things/do things in play with other learners	learning language through play e.g. prop box activities, using toy blocks, menus, goods, food, etc. made by children. A: Pair with background-speaker if possible, free play,teacher interaction with learners (A → C)
decide where to meet/what to do/when	discussing arrangements to go somewhere e.g. on a walk around the neighbourhood, on an excursion to the zoo, the park, a picnic etc.(A: More listening, responding to questions like 'Is that a good idea'? → C: Making suggestions, asking if others agree)
	discussing and arranging an imaginary visit e.g. to a dragon's cave, to the moon. Drawing a group frieze of what you will do. (A: More listening and drawing frieze → C: writing/teacher scribing on speech balloons in frieze)
	drawing pictures corresponding to clock times. 'Tomorrow we'll do . . . at . . . (time)' (A → C)
	drawing pictures corresponding to calendar dates. We'll do . . . in . . . (month)' (A → C)
invite others and accept/ apologise	making invitations to parents for a party at school, to visitors to visit the class/see work done, to principal and other teachers for morning tea, etc. (A: Copy words for invitation, fill in name and time only or work with background-speaker → C: Make up own words)
	inviting friends to a birthday party, accepting or apologising
make a choice	deciding on a gift for a friend
	deciding on who to send on an errand
	choosing what food to cook for a party
	choosing how to arrange the furniture in the classroom/in the play corner etc. (A: Lots of listening, and responding to questions 'Do you agree'? → C: Offering suggestions, ideas)

Specific goals: Obtain information by searching for specific details in a spoken or written text, and then process and use the information obtained **(Activity-Type 3a).** Obtain information by *listening to or reading a spoken or written text* as a whole and the process and use the information obtained **(Activity-Type 3b)**

Some suggested objectives	***Some suggested activities***
To be able to:	
follow instructions	listening to/reading instructions (general classroom instructions, cooking, making an origami bird, playing a new game, P.E. etc.) (A: Lots of contextual support e.g. gestures, demonstrations, pictures)
extract information from simple announcements	listening to school announcements in the target language (e.g. over PR system, at assembly) (A: Prepared beforehand for gist of announcements and with guiding questions e.g. 'Listen for what time . . . will happen')
extract information from a poem, song, story	listening for specific information e.g. 'How many tails did the monster have?' 'What colour was the rose? 'What did she do before she climbed the mountain?'(A: Simpler questions requiring one word/one fact answers e.g. the first two questions above → C: More questions requiring sentence/more detailed answers).
extract information from various signs and notices, lists, charts etc.	drawing signs/notices (e.g. for the classroom, for the school) matching signs with places creating signs and notices (e.g. for the classroom, for the school, for an imaginary situation) (A → C) miming directions given by signs (e.g. 'No running', 'Please be quiet') (A → C)
extract information from teacher's talk/other learners' talk/simple written texts about subject matter being learnt	listening to information given by teacher/learner/others on subject matter being learnt (e.g. science, maths, social studies) (Mainly for Stage C)

Specific goal: Give information in spoken or written form e.g. give a talk, write an essay or a set of instructions **(Activity-Type 4)**

Some suggested objectives	***Some suggested activities***
To be able to:	
give information to teacher and class related to everyday classroom information exchanges	telling teacher and class why they are late, where they have been, what happened (A → C)
give information to teacher/a group/class about self/an object or a picture related to personal experience	giving short pieces of information about self, an object (toy, food item, etc.) or picture (Mainly for Stage C)
give a short talk to class on a topic of interest/an event	giving a short talk (with drawings, photos, etc.as support). (Mainly for Stage C)

Specific goal: Listen to, read or view, and respond personally to a stimulus e.g. a story, play, film, song, poem, picture **(Activity-Type 5)**

Some suggested objectives	***Some suggested activities***
To be able to:	
listen to a story, play, poem and give a response	wordless text — telling the story from pictures and acting it out drawing the main character and saying whether learners like him/her drawing a scene related to the story retelling the story or a part of the story (on tape/to a friend) inventing a different ending for the story making predictions about what might happen before the learners hear the following episodes

	talking about the story through pictures/slides
	has anything which happened in the story every happened to you?
	telling the rest of the story to the class
	putting pictures of episodes into sequence
read a story, play, poem and give a response (visual support may be required)	shared book reading
	making poems, rhymes
	making a big book based on a story
	writing a message to one of the characters
	creating a puppet play based on a story or an aspect of a story
	For all activities in Activity-type 5, A: More support e.g. visual support, miming, gestures from the teacher. Known stories e.g fairy stories are easier. Response is best guided by the teacher with modelling and questioning 'Do you think . . .?' 'Was it a good story?' → C: More open interaction encouraged

Specific goal: Be involved in spoken or written personal expression e.g. create a story, dramatic episode, poem, play **(Activity-Type 6)**

Some suggested objectives	***Some suggested activities***
To be able to:	
experiment with words and sounds	drawing letters and animals/objects starting with that letter (A → C)
	making an alphabet frieze (A → C)
	making a group drawing/collage of objects which have the same sound in their name(A → C)
	grouping words in various ways e.g. opposites: 'hullo — goodbye' 'come here — go away' (A → C)
participate in songs and games	participate in saying and singing songs, circle games, skipping games, finger plays and action rhymes, poems, riddles, jingles (A → C)
tell stories	telling a story to accompany a picture without words
	telling known and favourite stories(Mainly Stage C)

Note

The following pages give examples of objectives and activities which are derived from a focus on sociocultural goals, learning-how-to-learn goals, and language and cultural awareness goals. A focus on general knowledge goals is also possible, but these relate to a particular learning program and cannot be specified and elaborated at this general level.

In a language program activities are likely to be derived, in the main, from communication goals, as outlined in the activities set out in the previous pages. However at certain times, learning may be planned from different starting points. For example, activities may be needed which are specifically planned to develop learners' understanding of the everyday life patterns of the target language community (sociocultural goal). It is likely and desirable, that the learning experiences that develop from such starting points will also be activities involving purposeful, active use of the target language, and hence will relate back to a communication goal/activity-type. For this reason, an indication of the related activity-type is given where appropriate with the activities on the following pages. Exercises will, of course, also be developed from these goals.

Focus on sociocultural goals

Specific goal: Develop learners' understanding of some of the everyday life patterns of their contemporary age-group in the target language community

Some suggested objectives	***Some suggested activities***
To be able to:	
perceive and understand differences in lifestyles in the target culture	incidental discussion as language is learned and differences become evident (A: In English → C: Likely to be in the target language. Different emphases will arise between Stages A (being new to the target culture) and C (being more familiar with the target culture)

learn songs, rhymes, dances, games from the target culture	learners are encouraged to ask about aspects of the target language/culture which interest them listening to and singing rhymes and songs, and learning dances and games from the target culture (A → C) (*Activity-types 5 & 6*)

Focus on learning-how-to-learn goals

Specific goal: To develop learning-how-to-learn skills to enable learners to learn and to take responsibility for their own learning.

Some suggested objectives	***Some suggested activities***
To be able to:	
develop early literacy skills	writing/reading activities as in a first language program e.g. prewriting activities, teacher scribing in language experience approach, charts of words and phrases with pictures around room, shared book experience, word attack skills etc. (A → C)
develop early listening, speaking skills	listening/speaking activities as in a first language program e.g. games/activities around distinguishing sounds, miming/carrying out instructions, practising pronunciation (incidentally), lots of exposure to language in context (A → C)
work in groups/cooperate with others	making big books, constructing, painting in groups/pairs (*Activity-type 2*) playing board games doing activities in groups (*Activity-type 2*) (A: Pair with background-speaker if possible. Lots of teacher input)
take appropriate risks and learn from mistakes	listening/watching activities where learners can participate without necessarily speaking; activities where learners can wait to speak when ready; activities where learners are encouraged to transmit meaning rather than focusing always on being accurate (Mainly Stage A)

Specific goal: To develop communication strategies to enable learners to sustain communication in the target language

Some suggested objectives	***Some suggested activities***
To be able to:	listening to a story told by the teacher using exaggerated gestures and facial expressions (*Activity-type 5*)
interpret gestures, facial expressions, and other para-linguistic devices to assist meaning	listening to and carrying out instructions (teacher instructing, using clear gestures) (*Activity-type 3a*)
	guessing reactions of speakers in an interaction (in role-play, video, picture) (*Activity-type 3a*) (A → C)

Specific goal: To develop cognitive processing skills to enable learners to understand and express values, attitudes, and feelings, to process information and to think and respond creatively

Some suggested objectives	***Some suggested activities***
To be able to:	
use the imagination, to think and respond creatively	responding to poems, songs, plays, stories, puppets, music (*Activity-types 5 & 6*) (A → C)
ask for repetition	practising with teacher, then in role-play, and incidentally in other activities (A → C)

Focus on language and cultural awareness goals

Specific goal: To develop learners' sensitivity and appreciation of the aesthetic features in their own language and the language of others

Some suggested objectives	*Some suggested activities*
To be able to:	
perceive interesting patterns, rhythms and sounds in the target language and in English	listening for examples of words and phrases in literature and speech with onomatapoeic qualities listening for interesting sounding words from rhymes, songs, literature practising and experimenting with new words in rhymes and patterns (incidentally) (A → C)

Specific goal: To develop learners' understanding of the reasons for the existence of different languages and the relationship between these and the target language; and of how languages borrow from each other

Some suggested objectives	*Some suggested activities*
To be able to:	
perceive similarities between words in different languages	teacher points out similarities between words in different languages and in the target language (incidentally) (A → C)

Focus on general knowledge goals

Specific goals, objectives and activities focused on in general knowledge goals can be devised by teachers and syllabus writers according to the interests and needs of particular learner groups.

Checklists for specific content for Stages A → C

Some suggested contexts/roles/relationships

school
home
local area
self as learner in class with teachers and other learners
self to friend (peer/adult)
self to stranger (peer/adult)

Some suggested themes/topics

self
family
friends
home
school
free-time
world of fantasy/imagination

Likely communicative functions and general notions

The following lists are suggested as a guide to assist teachers to focus on particular functions and notions in Stages A → C. Stage C learners are likely to be able to operate in a wider range of functions and notions than is indicated here, and should be encouraged to do so at all times in activities.

Functions
(involving both initiating and reacting)

Socialising
using different modes of address
greeting
introducing
thanking

Exchanging information
identifying
asking for/giving information
describing
narrating personal experiences
enquiring about or expressing knowledge
enquiring about or expressing opinions
asking for/giving permission
stating necessity and need
enquiring about or expressing likes/dislikes/preferences
enquiring about or expressing wishes

Getting things done
requesting
suggesting
making arrangements
reacting to offers, requests, suggestions
inviting
instructing

Expressing attitudes
expressing admiration
expressing approval/disapproval
expressing interest/disinterest
expressing friendship
expressing regret
expressing apology

Organising and maintaining communication
attracting attention
expressing lack of comprehension
asking for repetition or rephrasing
asking how to say something in the target language
asking how to spell something mentioned
asking someone to explain what they just said

Notions

People, places, things, events, qualities and ideas
people
places
things
actions/events
qualities
presence/absence

Time
present time
past time
beforehand/afterwards/at the same time

Space
location

Quantity
numbers
expressions of amount
expressions of degree

Characteristics
shape
physical appearance
colour
sound
taste
smell
age

Evaluation
price
evaluating things seen, heard, done, eaten, etc.
truth/falsehood
correctness/incorrectness

Relationships between units of meaning

comparison
possession
negation

Grammar

Refer to *Appendix 1*, for information related to the specification of grammatical content.

Likely modes of communication

conversation (face to face)
listening for information (instructions, announcements)
reading for information (signs, notices, texts supported by pictures)
giving information in spoken form (mainly Stage C)
listening to, viewing, and responding to an imaginative stimulus (a picture, song, film, poem)

Suggested text-types

Reading

signs and notices
magazines
labels
teacher made worksheets
games
stories
songs

Listening

announcements
tape/slide presentations
directions, instructions
stories
songs
rhymes
poems

Statement of Suggested Syllabus Content for Stages B → D

The statements of suggested syllabus content for Stages B and D are combined. Learners at Stages B and D are not viewed as two distinct groups, but rather as a continuum of learners ranging from those with no previous background in the language (Stage B), to those who have been exposed only to the target language (Stage D). The following diagram depicts some of the possible backgrounds from which these learners might come.

Continuum of learners

Know someone from the target language community

Identify closely with the target language community, but no longer speak the target language in everyday life

Use both English and the target language in everyday life

Have no contact with English (this includes recently arrived migrants)

Have no experience of another language or another speech community

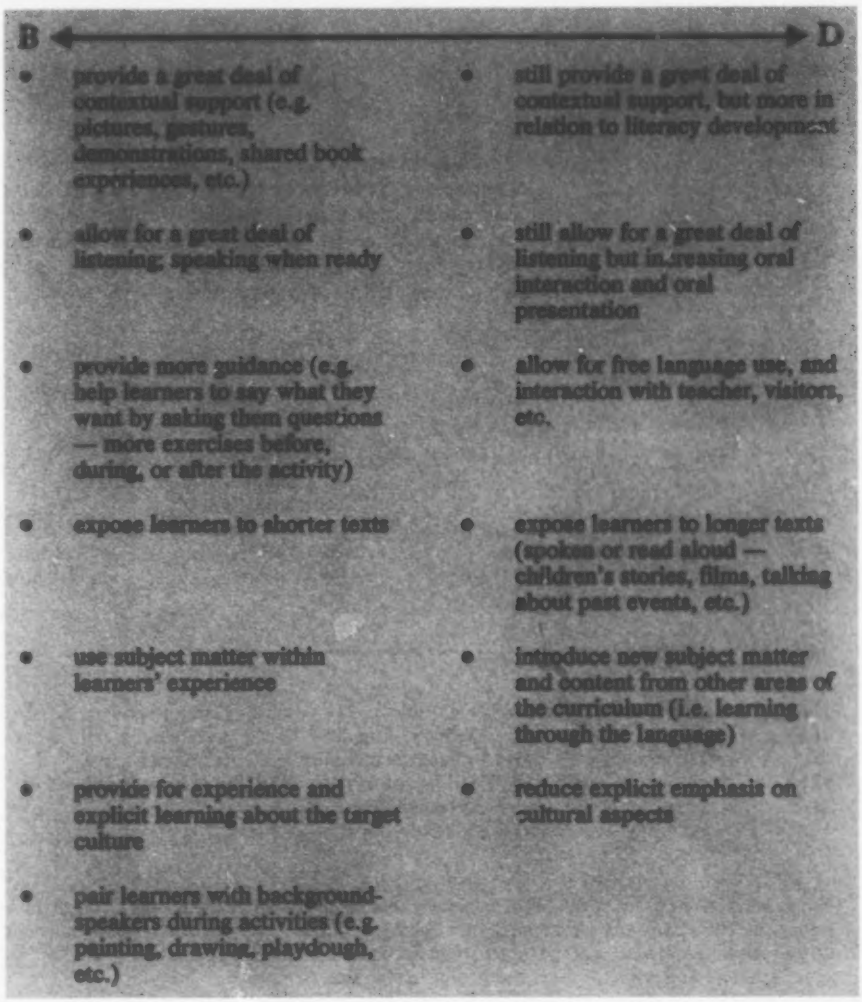
Have spent time with a member of the target language community (e.g. friend next door) and can understand a few formulaic expressions

Listen to and understand grandparents (and others) but do not speak the target language

Speak in the target language with parents and others in everyday life. Still some contact with English (e.g. on TV or outside home)

Some learners may be speakers of a dialect related to the target language . Teachers should value the use of dialect for communication purposes within the family. Such learners are likely to have a good understanding of the target culture as well as some receptive knowledge of the target language; in terms of their productive skills in the target language, however, they may be considered by and large to be second language learners.

Suggested goals, objectives, and activities in this *Statement of Suggested Syllabus Content* are designed for learners in both Stages B and D. Learners' range of experience in the target language and culture is best catered for by using a variety of strategies to adapt and extend activities, so that they are more appropriate for the particular learner group. Possible strategies are presented in the following table.


B
D
• provide a great deal of contextual support (e.g. pictures, gestures, demonstrations, shared book experiences, etc.)
• still provide a great deal of contextual support, but more in relation to literacy development
• allow for a great deal of listening; speaking when ready
• still allow for a great deal of listening but increasing oral interaction and oral presentation
• provide more guidance (e.g. help learners to say what they want by asking them questions — more exercises before, during, or after the activity)
• allow for free language use, and interaction with teacher, visitors, etc.
• expose learners to shorter texts
• expose learners to longer texts (spoken or read aloud — children's stories, films, talking about past events, etc.)
• use subject matter within learners' experience
• introduce new subject matter and content from other areas of the curriculum (i.e. learning through the language)
• provide for experience and explicit learning about the target culture
• reduce explicit emphasis on cultural aspects
• pair learners with background-speakers during activities (e.g. painting, drawing, playdough, etc.)

Further guidance on grading activities can be found in the section on *Guidelines for grading syllabus content through activities* in this book. Suggestions to assist teachers to render the activities suitable for the range of learners from B → D are included with many of the examples provided. Teachers are advised to consider the learners' experience of the target language and culture, and to adapt the activity according to their specific needs and interests. Suggested activities which are considered to be suitable for Stage B or Stage D in particular have been marked as such.

Focus on communication goals

Specific goal: Establish and maintain relationships, and discuss topics of interest e.g. through the exchange of information, ideas, opinions, attitudes, feelings, experiences, and plans **(Activity-Type 1)**

Some suggested objectives	***Some suggested activities***
To be able to:	
interact in the classroom with the teacher and with other learners	interacting in whole class activities, in group activities and play (Mainly Stage D, though Stage B learners can be encouraged to interact with the teacher and with background-speakers)
talk about and understand when others talk about self	drawing self and writing a description. Guessing which picture and description belongs to whom (B: Writes simple sentences with some guidance from the teacher → D: Free writing, conferencing with the teacher, drafting)
	standing behind a screen and describing self. Others have to guess who is hiding. (B → D)
get to know someone	identifying the culprit through simple description (B: Guided descriptions and focus on listening → D: Focus on describing)
	'getting to know you' panel game — panelists must guess the person being impersonated (B: Guided impersonation and more listening → D: More impersonating)
	using the telephone — greeting friends (B → D)
	making composite faces from pictures to play 'Who is it?' (B → D)
	making birthday cards (B: Follow a model → D: Learners bring cards from home and are encouraged to be creative with greetings inside)
	constructing together a block graph about a characteristic of members of the class e.g. birthday months, height, weight, colour of eyes. Describing results in sentences on the graph (B: More guidance from teacher → D)
talk about, and understand when others talk about family and friends	talking about the family through photos; listening to others (B → D)
	drawing a family tree (B → D)
	drawing and describing friends doing something they like doing (B: With guidance from teacher, or in pairs with background-speakers →D)
	measuring and weighing friends and graphing the results
	drawing around a friend, labelling outline, and writing a description below. (B: Writing simple descriptive sentences → D: Writing a descriptive paragraph)
	talking about a fantasy character/drawing and writing about a character (B: Guidance from teacher e.g. list of possible vocabulary to describe the character; practising model sentences → D: Free expression, writing drafts and conferencing with teacher)
talk about, and understand when others talk about possessions	talking about and listening to others talk about pets, belongings
	telling a group, and listening to others in the group talking about favourite toys (When did you first get it? Who gave it to you? Do you like it?) (B: More listening and answering questions to assist conversation → D: Three questions given before they begin rather than during the talk)
talk about a past event	talking about weekend activities, in pairs
	interviewing each other on weekend activities, and reporting to class (B: Paired with a background-speaker if possible → D: More attention to note-taking skills)
interact in the classroom/ classroom management	listening to and following teacher directions in everyday classroom management and setting up activities (B →D)
	using the target language in carrying out certain everyday routines e.g. roll call, morning greetings, asking to borrow something, birthday song, etc. (B → D)

understand and carry out instructions	physical education activities cooking treasure hunt following clues paper folding (B: Contextual support needed e.g. gestures, demonstrating, simple diagrams, written instructions → D: Less support needed)
make/draw things	painting/drawing modelling — plasticene, clay, etc. (B: Encouraged to work with/interact with background-speakers → D: Use the target language)
participate in games	outdoor games indoor games happy families Simon says counting games bingo card games (B: Guidance on language needed for social interaction e.g. You're cheating! Let's start again! It's my turn → D: Less guidance likely)
talk about topics of interest/ topics of learning	giving morning talks presenting project work to class (B: Simpler, shorter talks/work required) interviewing others (B: Work in pairs with a background-speaker → D: Recording interesting points and writing in a paragraph afterwards)

Specific goal: Participate in social interaction related to solving a problem, making arrangements, making decisions with others, transacting to obtain goods, services, and public information (Activity-Type 2)

Some suggested objectives	*Some suggested activities*
To be able to:	
decide where to meet/what to do/when	discussing arrangements to go somewhere e.g. on an excursion, to meet a visitor coming to the class, etc. (B: More listening, responding to questions like 'Do you agree?' → D: Making suggestions, asking if others agree) making calendars
decide/do something together	doing a group artwork project (a model, a frieze, a large poster) together organising equipment/who does what and when (B: Guidance on vocabulary, phrases, 'how to say . . .', working with background-speaker if possible → D: Open interaction)
invite others, and accept/ apologise	inviting friends from other classes to a class party making invitations (B: More guidance provided in language needed to carry out the activity)
make a choice	deciding on a gift for a friend deciding which TV program to watch/book to read deciding on next theme, what they want to learn/be able to say in the target language (developing ability to negotiate) (B: Lots of listening, responding to questions like 'Do you agree?' → D: Making suggestions, asking others' opinions etc)
buy goods/obtain goods (e.g. library books)	simulations restaurant corner ordering a meal shopping corner (B: Labels of vocabulary and phrases displayed. Pairwork with background-speaker if possible D: Act out and then write a short dialogue. Write a dialogue for non-background-speakers to use)

visit to local places to speak to/obtain goods from members of target language community e.g. local shop, local library, another class/school, school canteen (B: Lots of listening and watching, encouraged to take part in transactions → D: Open interaction, being aware of possibility of different registers needed e.g. formality).

Specific goals: Obtain information by searching for specific details in a spoken or written text, and then process and use the information obtained **(Activity-Type 3a).** Obtain information by listening to or reading a spoken or written text as a whole, and then process and use the information obtained **(Activity-Type 3b)**

Some suggested objectives	***Some suggested activities***
To be able to:	
extract information from various signs and notices in public places, for transport, sport, shopping, services etc.	answering true/false questions filling in forms or charts creating and making signs and notices (B → D)
extract information from lists, e.g. menus	choosing from a menu. (B → D)
extract information from advertisements where there is a great deal of visual support	describing products e.g. cost, appearance choosing a product, and giving reasons for the choice finding products in a certain price range, recording them (cutting and pasting, drawing or writing details) in a book/on a chart.
extract information from a simple map e.g. the school, the local area	following a maze around the school following a map to find objects hidden around the classroom/school. (B → D)
extract information from teacher's talk/other learners' talk about subject matter being learnt	listening to information given by teacher/other learners/on video on maths, social studies, science, etc; take simple notes and use information in a variety of ways (e.g. write a report, give a talk, ask questions etc) (Mainly Stage D)
follow instructions	listening to/reading instructions (general classroom instructions, cooking, making models, playing a new game etc) (B: A great deal of contextual support and gestures, demonstration, pictures) drawing a person on the basis of a description given by the teacher on tape (B: Pick out key points which have been highlighted by questioning beforehand → D: Drawing from what they understand in the description)
extract information from general classroom talk	listening, observing, as teacher and others (other learners, visitors) talk to class (B: A great deal of contextual support, gestures, demonstration, pictures)
understand announcements	listening to school announcements in the target language (e.g. over the PR system/at assembly). Carrying out instructions/telling parents the information conveyed, etc.) (B: Prepared beforehand for gist of announcement)
understand short presentations/tables	listening to teacher/other learners talking to the class morning news/giving information collected after a project/recounting past events. Asking questions about the talk (B: More support needed , gestures, demonstration, pictures)
extract information from short written texts (e.g. letters, posters, texts written under pictures and photographs, books made by selves or other class(es))	reading, then responding by discussing, asking/answering questions, giving an opinion, filling in gaps, making a poster which contains the information, making a decision, drawing a conclusion (B → D)
extract information from computer instructions	playing a computer game following instructions

extract information from teacher talk related to subject matter being learnt	listening, then responding by discussing, asking/answering questions, giving an opinion, filling in gaps, matching and sequencing tasks, making a poster which contains the information, making a decision, drawing a conclusion, or recording information appropriate to the requirements of study in the subject area (Mainly for Stage D)

Specific goal: Give information in spoken or written form e.g. give a talk, write an essay or a set of instructions **(Activity-Type 4)**

Some suggested objectives	***Some suggested activities***
To be able to:	
give information to a group/ class, about self, an object or a picture related to personal experience	giving short pieces of information about self or about an object (e.g. toy, article of food, etc.) or a picture (e.g. painting/drawing done by self) (B → D)
fill in a simple form	giving information about self by filling in a simple form (e.g. name, address, age, etc.) (B → D)
give a short talk to class on a topic of interest/an event	giving a short talk with drawings, photos, etc. as support (Stage D)
write/record information	writing on paper/word-processor about a past event (e.g. an excursion, an account of a class science experiment, etc.) (Stage D)

Specific goal: Listen to, read or view, and respond personally to a stimulus e.g. a story, play, film, song, poem, picture **(Activity-Type 5)**

Some suggested objectives	***Some suggested activities***
To be able to:	
listen to a story, play, poem and give a response	drawing a scene related to a story telling the story from pictures and acting it out drawing the main character and saying whether they like him/her retelling the story or a part of the story (on tape/to a friend)
read a story, play, poem, and give a response (visual support may be required)	shared book reading inventing a different ending for the story talking about/acting the part of the main character making predictions about what might happen before the children hear the following episodes talking about the story through pictures/slides has anything which happened in the story ever happened to you? telling the rest of the story to the class putting pictures of episodes into sequence creating class scripts using puppets (could be presented to other classes) making poems, rhymes making a big book based on a story designing a poster to advertise the story writing a message to one of the characters (B: More support e.g. visual support, miming, gestures from teachers. Response is guided by the teacher with modelling and questioning. 'Do you think . . .?' 'Was it a good story?' → D: Still need literacy support. More open interaction encouraged).

Specific goal: Be involved in spoken or written personal expression e.g. create a story, dramatic episode, poem, play **(Activity-Type 6)**

Some suggested objectives	*Some suggested activities*
To be able to:	
experiment with words and sounds	drawing words in their shape
	creating animals e.g. 'zebraphant' and drawing them
	reading short dialogues/stories into tape-recorder, creating appropriate intonation, and exclamations, for surprise/shock/horror etc. (B → D)
write short poems	writing poems according to set pattern e.g. Japanese haiku (B → D)
participate in songs and games	participating in reciting and singing songs, circle games, skipping games, finger plays, action rhymes, poems, riddles, jingles, tongue twisters, puns, etc.
write and perform for others	writing short plays/dialogues for other learners to watch (Stage D, though Stage B learners will enjoy working alongside Stage D learners)

Note

The following pages give examples of objectives and activities which are derived from a focus on sociocultural goals, learning-how-to learn goals and language and cultural awareness goals. A focus on general knowledge goals is also possible, but general knowledge goals relate to a particular learning program and cannot be specified and elaborated at this general level.

In a language program activities are likely to be derived, in the main, from communication goals, as outlined in the activities set out in the previous pages. However at certain times, learning may be planned from different starting points. For example, activities may be needed which are specifically planned to develop learners' understanding of the everyday life patterns of the target language community (sociocultural goal). It is likely, and desirable, that the learning experiences that develop from such starting points will also be activities involving purposeful, active use of the target language, and hence will relate back to a communication goal/activity-type. For this reason, an indication of the related activity-type is given where appropriate with the activities on the following pages. Exercises will, of course, also be developed from these goals.

Focus on sociocultural goals

Specific goal: To develop learners' understanding of some of the everyday life-patterns of their contemporary age-group in the target culture

Some suggested objectives	*Some suggested activities*
To be able to:	
perceive and understand differences in lifestyles in the target culture	incidental discussions as language is learned and differences become evident (B: In English → D: Likely to be in the target language. Different emphases will arise between Stages B, being new to the target culture, and D, being more familiar with the target culture)
	learners are encouraged to ask about aspects of the target culture which interest them
	discussing aspects of the target culture focusing on photographs, pictures, etc. (B: Likely to be in English → D: Likely to be in the target language)
	drawing and writing
	visiting local places where the target culture is manifested
learn songs, rhymes, dancing, cooking in the target culture	listening to rhymes and songs, dancing, playing games from the target culture (B → D)
perceive and understand differences between their own home life and that in the target culture, and/or between their own and that of others in the local community	going on an excursion to the home of a family in the local community. Class discovers similarities and differences in aspects of each other's home life. *Activity-type 1)* (B: In English → D: Likely to be in the target language)

Focus on learning-how-to-learn goals

Specific goal: To develop learning-how-to learn skills to enable learners to learn and to take responsibility for their own learning

Some suggested objectives	***Some suggested activities***
To be able to:	
continue to develop early literacy skills	writing/reading activities as in a first language program (pre-writing activities, teacher scribing in language experience approach, charts of words and phrases with pictures around the room, shared book experience, word attack skills (B → D)
continue to develop early listening/speaking skills	listening/speaking activities as in a first language program; games, activities around distinguishing sounds; miming/carrying out instructions; practising pronunciation incidentally; lots of exposure to language (B → D)
work in groups/cooperate with others	making big books, constructing, painting as a group/pair *(Activity-type 2)* playing board games doing activities in groups *(Activity-type 2)* (B: Pair with background-speaker if possible. Lots of teacher input)
take appropriate risks and learn from mistakes	listening/watching activities where learners can participate without necessarily speaking; activities where learners are encouraged to transmit meaning rather than focusing only on accuracy (Mainly Stage B)
interpret gestures, facial expressions, and other para-linguistic devices to assist meaning	listening to a story told by the teacher using exaggerated gestures and facial expressions *(Activity-type 5)* listening to and carrying out instructions (teacher instructing using clear gestures) *(Activity-type 3a)* guessing reactions of speakers in an interaction (in role-play, on video, in a picture) *(Activity-type 3a)*
use the imagination to think and respond creatively	responding to poems, songs, plays, stories, fantasy, puppets, music. *(Activity-types 5, 6)* (B → D)
ask for repetition	practising with teacher, then in role-play, and incidentally in other activities. (B → D)

Specific goal: To develop communication strategies to enable learners to sustain communication in the target language

Some suggested objectives	***Some suggested activities***
To be able to:	
to predict meaning from context	reading a book/watching a puppet play etc. Learners are encouraged to predict what will happen next (B → D) reading a big book. Guessing the meaning of a phrase/sentence, even though it contains an unknown word
to generate questions and to question	learning new information (e.g. a recent interesting event; new information in science, maths, social studies). Learners are encouraged to ask questions (Mainly Stage D)

Focus on language and cultural awareness goals

Specific goal: To develop learners' sensitivity and appreciation of the aesthetic features in their own language and the language of others

Some suggested objectives	*Some suggested activities*
To be able to:	
perceive interesting patterns, rhythms, and sounds in the target language and in English	listening for examples of words and phrases in literature and speech with onomatapoeic qualities
	listening for repetitive patterns in literature
	listening for interesting sounding words from rhymes, songs, literature
	practising and experimenting with new words in rhymes and patterns (incidentally. B → D)

Specific goal: To develop learners' understanding of the reasons for the existence of different languages and the relationship between these and the target language; and of how languages borrow from each other

Some suggested objectives	*Some suggested activities*
To be able to:	
perceive similarities between words in different languages	teacher points out similarities between words in different languages and in the target language (incidentally) (B → D)

Focus on general knowledge goals

Specific goals, objectives, and activities focused on general knowledge goals can be devised by teachers and syllabus writers according to the interests and needs of particular learner groups.

Checklists of specific content for Stages B → D

Some suggested contexts/roles/relationships

school
home
local area
self as learner in class with teacher and other learners
self to friend (peer/adult)
self to stranger (peer/adult)

Some suggested themes/topics

self
family
friends
home
school
free-time hobbies/leisure activities/sport
transport
shopping
money
food and drink
clothing
world of fantasy/imagination

Likely communicative functions and likely communicative notions

The following lists are suggested as a guide to assist teachers to focus on particular functions and notions in Stages B → D. Stage D learners are likely to be able to operate with a wider range of functions and notions than is indicated here, and should be encouraged to do so at all times in activities.

Functions

(involving both initiating and reacting)

Socialising

using different modes of address
enquiring about health
greeting
introducing
thanking

Exchanging information

identifying
asking for/giving information
describing
enquiring about or expressing knowledge
enquiring about or expressing opinions
asking for/giving permission
narrating personal experiences
expressing likes/dislikes/preferences
expressing wishes

Expressing attitudes

expressing admiration
expressing approval/disapproval
expressing interest
expressing friendship
expressing regret
expressing apology
expressing need

Getting things done

requesting
suggesting
making arrangements
reacting to offers, requests, suggestions, and invitations
instructing

Organising and maintaining communication

attracting attention
expressing lack of comprehension
asking for repetition or rephrasing
asking how to say something in the target language
asking how to spell something mentioned
asking someone to explain what they just said

Notions

People, places, things, events, qualities, and ideas

people
places
things
actions/events
qualities
presence/absence

Time

clock time
points in time
present time
past time
beforehand/afterwards/at the same time

Space

location
distance

Quantity

numbers
expressions of amount
expressions of degree

Characteristics

shape
physical appearance
colour
sound
taste
smell

Evaluation

price
evaluating things seen,
heard, done, eaten etc.
truth/falsehood
correctness/incorrectness

Relations between units of meaning

comparison
possession
negation

Grammar

(Refer to *Appendix 1*, for information related to the specification of grammatical content.)

Likely modes of communication

conversation (face to face)
listening for information (instructions, announcements)
reading for information (signs, notices, simple texts supported by pictures)
giving information in spoken form
giving information in written form
listening to, viewing and responding to an imaginative stimulus (a picture, a song, a film etc)
reading and responding personally to an imaginative stimulus
writing in an imaginative way (short story, poem, etc.)

Suggested text-types

Reading

signs and notices
magazines
labels
advertisements
teacher-made worksheets
games
stories
poems
songs
computer games

Listening

announcements
tape/slide presentations
directions, instructions
stories
songs
rhymes
poems

Statement of Suggested Syllabus Content for Stage 1

This statement provides suggested syllabus content for learners in Stage 1:

- upper primary/junior secondary/middle secondary learners with little or no previous contact with the target language

Learners at this Stage will differ in age and level of schooling. This will influence the choice of objectives and activities in a syllabus prepared specifically for learners of a particular age or at a particular level of schooling. The implications for teachers and syllabus writers are as follows:

- the choice of themes and topics will depend on differences in learners' interests
- the choice of activities to develop skills will depend on differences in learners' skill development (e.g. literacy skills, research skills, etc.)
- the choice of subject matter, tailored to learners' intellectual level, will depend on differences in conceptual development and experience

The descriptions of learner characteristics influencing the content of Stages, (see earlier section in this book, *Learner characteristics influencing syllabus content at different Stages*) provide further information to assist teachers and syllabus writers to develop appropriate content for the particular group(s) of learners within the Stage.

Focus on communication goals

Specific goal: Establish and maintain relationships and discuss topics of interest e.g. through the exchange of information, ideas, opinions, attitudes, feelings, experiences, and plans **(Activity-Type 1)**

Some suggested objectives	***Some suggested activities***
To be able to:	
talk about self	learners write down three words to describe themselves; class has to guess them writing a letter to a penfriend, introducing self
get to know someone	finding out as much as possible by asking a friend/teacher about his/her photo(s) matching pictures to descriptions of people interviewing a friend/visitor/someone famous
talk about family and friends	talking using slides/photos exchanging tapes with individuals or classes/making a class book/tape guessing a friend's daily program of activities
obtain and give information on various topics of interest	class survey of likes/dislikes/interests class graffiti board for learners to express views/messages pair/group/class discussion on topics of interest
express simple opinions	discussing/choosing a gift for a friend on the basis of personality answering questionnaires
talk about feelings	compiling questionnaires on learners' feelings
talk about past events	discussing weekend/holiday activities/episodes one can remember
carry out the above objectives in simple correspondence	
interact in the classroom	socialising in the classroom, talking about events/interests as part of classroom exchanges
make, assemble, draw things	drawing shapes/designs on the basis of instructions assembling a model
participate in games	playing various outdoor games playing bingo happy families buzz

Specific goal: Participate in social interaction related to solving a problem, making arrangements, making decisions with others, transacting to obtain goods, services, and public information **(Activity-Type 2)**

Some suggested objectives	***Some suggested activities***
To be able to:	
decide where to meet, what to do, when	learners are given a diary of events for their week; they consult it to find a suitable time to go on a particular outing deciding as a group what to do, when, with whom learners have information on how to travel to Y; they must decide on the best means of transport in view of their limited budget/time considerations, etc.
invite others	inviting friends for the weekend (by telephone/note)
make plans	planning a class excursion planning a surprise party for a friend planning a trip to the moon

make choices/decisions	learners decide the best restaurant to go to for their taste and budget (from given descriptions) learners are given information about TV programs; they choose what to watch together deciding on a gift for a friend
buy goods	salesperson has a restricted number of goods; learner/customer makes a selection; some goods may not be available ordering goods by telephone; learner has to take down the list of goods and/or description
order something to eat and drink	buying lunch at the school canteen choosing a meal from a menu
get accommodation	organising accommodation at a hotel/hostel/campsite (on basis of cue cards describing roles/availability of facilities etc.)
obtain information/services	finding out about facilities/leisure opportunites and negotiating possibilities e.g. information gap activities

Specific goals: Obtain information by searching for specific details in a spoken or written text, and then process and use the information obtained **(Activity-Type 3a)**. Obtain information by listening to or reading a spoken or written text as a whole and then process and use the information obtained **(Activity-Type 3b)**

Some suggested objectives	***Some suggested activities***
To be able to:	
extract information from various signs and notices, lists, charts, etc.	selecting a meal from a menu interpreting signs/answering questions/giving information to others creating signs and notices
extract information from advertisements/pamphlets/ newspaper headlines	selecting a product to purchase on the basis of advertisements read or seen describing the qualities of a particular product making an advertisement for an imaginary product extracting information from travel brochures to plan a trip looking for key words to interpret news headlines
extract information from simple announcements	using information on a map to provide directions for others to follow
make decisions	listening to a weather report to determine what to wear, where to go listening to announcements at a railway station/airport to find out arrival/departure times
understand speech/ announcements (which may be adapted for learners)	completion tasks e.g. filling in forms, tables, charts, graphs, labelling diagrams and pictures, ticking off items
extract information from written texts e.g. leaflets, newspapers etc.	true/false, multiple choice items, detecting mistakes filling in the gap tasks, sequencing and matching tasks, letters, transcriptions of dates, times, numbers, etc.
extract gist from texts	listening/reading for gist classification tasks answering questions in the target language or in English (oral or written); using information may involve making a choice/decision, drawing a conclusion, writing a note
understand and carry out instructions	understanding and carrying out instructions doing a particular physical exercise on the basis of instructions cooking

Specific goal: Give information in spoken or written form e.g. give a talk, write an essay or a set of instructions **(Activity-Type 4)**

Some suggested objectives	*Some suggested activities*
To be able to:	
give a short talk on a topic/ event of interest	giving a short talk (with slides, drawings, photos, etc., as support)
give a simple opinion	answering a questionnaire/responding to an interview

Specific goal: Listen to, read or view, and respond personally to a stimulus e.g. a story, play, film, song, poem, picture **(Activity-Type 5)**

Some suggested objectives	*Some suggested activities*
To be able to:	
listen to a story, play, poem, and give a response	answering questions in English or the target language
read a story, play, poem and give a response (visual support may be required)	discussing/describing characters filling in bubbles in a picture story retelling the story

Specific goal: Be involved in spoken or written personal expression e.g. create a story, dramatic episode, poem, play **(Activity-Type 6)**

Some suggested objectives	*Some suggested activities*
To be able to:	
tell a simple story	creating a cartoon strip creating a frieze or book in groups writing a story which must include 5 given words which are not necessarily related
write a guided poem	creating short poems on the basis of models provided
write a short script	creating a script within an imaginative setting and performing this to the rest of the class teacher provides 4 boxes with slips of paper in each box describing the person/ place/time/weather; the class is divided into groups; a representative from each group takes one slip from each box; the group has to create a sketch using the information on the slips; they act out the sketch.

Note

The following pages give examples of objectives and activities which are derived from a focus on sociocultural goals, learning-how-to-learn goals, and language and cultural awareness goals. A focus on general knowledge goals is also possible, but general knowledge goals relate to a particular learning program and cannot be specified and elaborated at this general level.

In a language program activities are likely to be derived, in the main, from communication goals, as outlined in the activities set out in the previous pages. However at certain times, learning may be planned from different starting points. For example, activities may be needed which are specifically planned to develop learners' understanding of the everyday life patterns of the target language community (sociocultural goal). It is likely, and desirable, that the learning experiences that develop from such starting points will also be activities involving purposeful, active use of the target language, and hence will relate back to a communication goal/activity-type. For this reason, an indication of the related activity-type is given where appropriate with the activities on the following pages. Exercises will, of course, also be developed from these goals.

Focus on sociocultural goals

Specific goal: Develop learners' understanding of how interpersonal relations are conducted in the target language community

Some suggested objectives	*Some suggested activities*
To be able to:	
perceive appropriate language and related behaviour in the target culture	watching a film in the target language. In groups of two or three, learners remember how someone acted and what was said in a particular situation. They write a simple dialogue and then act it out for the rest of the class *(Activity-types 2 & 3b)*

Specific goal: Develop learners' understanding of the everyday life patterns of their contemporary age-group in the target language community

Some suggested objectives	*Some suggested activities*
To be able to:	
perceive and understand differences in lifestyles in the target culture	describing what they can see in a picture of children in the target culture (e.g. in the playground). What are the children in the class doing? Class talks about cultural aspects — similarities, differences. Learners draw their own picture of a similar situation in Australia with sentences to describe it, to send to children in the target language community *(Activity-types 3b & 6)*
	watching a videotape of children of their age in the target language community playing together in their daily lives. Talking about and writing things they remember from the tape (perhaps telling what they remember of their lives before coming to Australia if appropriate). Drawing and writing *(Activity-types 1 & 6)*
learn songs, rhymes from the target culture	listening to rhymes, songs, children's radio program on audiotape; follow up activities: a dance, singing. *(Activity-type 2)*
perceive and understand differences in home life between their own and in the target culture	listening to/talking to a visitor from the target language community; visitor speaks about his/her home life, perhaps shows slides, brings visual material or objects from the target culture; learners are encouraged to ask questions *(Activity-types 1 & 3b)*
	learners who are background-speakers tell non-background-speakers about aspects of their life at home. Class discovers similarities and differences in this particular aspect of each other's home life *(Activity-type 1)*
	going on an excursion to the home of a family in the target language community; making plans and organising the excursion *(Activity-type 2)*
	learning about and playing a game children of their age play in the target language community *(Activity-type 1)*
	asking about aspects of the target language community which interest them.
perceive and understand aspects of life in the target culture	looking through magazines from the target language community, cutting out pictures relating to a particular aspect of life in the community, sticking them on to a large piece of paper and making a frieze; writing vocabulary, phrases, sentences, descriptions. *(Activity-types 3a & 3b)*
perceive and understand differences and similarities between the target language community and Australia	completing factual tables which have been partially filled in, related to aspects of physical/political geography; the class makes comparisons with Australia *(Activity-type 3a)*
	learners are given figures, charts, and maps with data related to the target language community, and are asked to write about them *(Activity-type 3a)*
	doing map work related to the physical features of the target country, using an atlas *(Activity-type 3a)*

Note: It is possible that some of the activities suggested within the sociocultural goals will be carried out in English in programs where the target language is being learnt as a second language

Focus on learning-how-to-learn goals

Specific goal: Develop learners' learning-how-to-learn skills to enable them to take responsibility for their own learning

Some suggested objectives	*Some suggested activities*
To be able to:	
predict meaning from context	underlining known words on a (photocopied) text; in groups, learners guess what the non-underlined words mean; the class then compares understanding together *(Activity-type 2)* listening to and watching the teacher and his/her puppet talking and learners are encouraged to guess what they are saying *(Activity-type 3b)*
locate information (dictionary skills)	dictionary games
record and locate information for reference, develop strategies to internalise new language	learners have a large sheet of paper attached to a side wall. They add new words and phrases to this as they meet them. Learners are encouraged to refer to the sheet to remind themselves of language needed. Extension activities of above activity e.g. headings can be written on the sheet: learners write words or phrases under the headings if they fit, otherwise in a separate area of the sheet lists can be classified with teacher help (e.g. all vocabulary requiring a feminine definite article, all phrases and vocabulary for shopping, etc.)

Specific goal: Develop learners' cognitive processing strategies

Some suggested objectives	*Some suggested activities*
To be able to:	
use the imagination/think and respond creatively	measuring learners' weight, height (in groups), adding up all weights and heights in the group, and creating in their imagination a giant with these measurements. The group draws the giant, and writes a sentence(s) in the target language about it *(Activity-types 1 & 6)*

Note: It is possible that some of the activities suggested within the learning-how-to-learn goals will be carried out in English in programs where the target language is being learned as a second language

Focus on language and cultural awareness goals

Specific goal: Develop learners' understanding of the reasons for the existence of different languages and the relationship between these and the target language; and of how languages borrow from each other

Some suggested objectives	*Some suggested activities*
To be able to:	
perceive similarities between words in different languages	teacher points out similarities between words in different languages (incidentally)

Specific goal: Develop learners' understanding of the way in which language adapts to context

To be able to:	
perceive the need for different language in different contexts	observing, listening to, reading about language used in different contexts, and pointing out the need for different language in different contexts (incidentally)

Specific goal: Develop learners' understanding of how language is a manifestation of culture

Some suggested objectives	*Some suggested activities*
To be able to:	
become aware of the existence of idioms	looking at and learning idiomatic expressions/sayings in the target language and finding equivalent expressions in other languages/cultures
become aware of body language related to different cultures	describing other ways of communicating apart from speaking and writing (e.g. body language), then finding out whether people from different cultural groups have different or similar body language

Specific goal: Develop learners' understanding of the enriching nature of diversity

To be able to:	
become aware of stereotypes in cultural groups and understand diversity	learners are asked to describe/draw the 'average Australian' and the 'average person from the target language community'; they ask parents/friends to do the same; the descriptions/drawings form the basis of a class discussion on stereotypes
	learners are asked to draw, following teachers' instructions as closely as possible; these drawings are displayed and used as a basis for discussing how each of their drawings is slightly different yet they are all based on the same instructions; teacher leads learners into a discussion of how people respond differently to situations.

Note: It is possible that some of the activities suggested within the language and cultural awareness goals will be carried out in English in programs where the target language is being learnt as a second language.

Focus on general knowledge goals

Specific goals, objectives, and activities focused on in general knowledge goals can be devised by teachers and syllabus writers according to the interests and needs of particular learner groups.

Some suggested contexts/roles/relationships

school
home
local area
world of leisure
simulation of market
- restaurant
- shop
- post office
- canteen

world of fantasy/and the imagination
self as learner in class with teachers and other learners
self as young person with peers or adults (Australian or foreign)
self to friend (peer/adult)
self to stranger (peer/adult)
self to salesperson or official
imaginary roles as required

Some suggested themes/topics

self
family and friends
house and home
daily routine
school
hobbies/leisure activities
sport
food and drink
pets
entertainment personalities
music
holidays
travel
goods and services
places
shopping
topics and events of general interest to this age-group
topics related to other areas of the curriculum

Likely communicative functions

(involving both initiating and reacting)

Socialising
using different modes of address
greeting
enquiring about health
leave-taking
introducing
thanking
expressing good wishes

Exchanging information
identifying
asking for/giving information
describing
comparing
narrating personal experiences
enquiring about or expressing knowledge
agreeing/disagreeing
expressing simple opinions
enquiring about or expressing likes, dislikes, preferences, wishes

Expressing attitudes
expressing love, approval, interest, surprise, apology

Getting things done
offering
requesting
suggesting
making arrangements
inviting
reacting to offers, requests, invitations

Organising and maintaining communication
attracting attention
seeking confirmation
expressing lack of comprehension
asking for rephrasing or repetition
asking for translation
asking how to say something in the target language
telephoning
setting out a letter
punctuating and paragraphing

Likely general notions

People, places, things, events, qualities, and ideas
people
places
things
actions/events
qualities
ideas
presence/absence

Time
clock time
points in time
present time
future time
past time
beforehand/afterwards/at the same time

Space
location
movement
distance

Quantity
numbers and fractions
expressions of amount
expressions of degree
measurement

Characteristics
shape
physical appearance
colour
substance
sound
taste
smell
age
condition

Evaluation
price
evaluating things seen/done etc.
truth/falsehood
correctness/incorrectness
ease/difficulty

Relations between units of meaning
comparison
negation
possession

Grammar

Refer to *Appendix 1* for information related to the specification of grammatical content.

Likely modes of communication

conversation (face to face, telephone)
correspondence (person to person)
listening for information (instructions, announcements)
reading for information (from newspapers/magazines/signs/notices)
listening for pleasure
reading for pleasure
recording information for one's own or other's purposes

Suggested text-types

Reading
signs, notices, posters
forms
lists, menus
maps, timetables
advertisements
postcards
recipes, labels
brochures, leaflets
extracts from magazines/newspapers
stories
plays
poetry
songs

Listening
announcements
advertisements
tapes/slide presentations
directions, instructions
dialogues
short talks
stories
songs
poetry

Statement of Suggested Syllabus Content for Stage 2

This statement provides suggested syllabus content for learners in Stage 2:

- upper primary/junior secondary language learners with a school background in the target language throughout primary school
- middle secondary second language learners with a school background in the target language in upper primary/junior secondary (Stage 1)
- senior secondary second language learners with a background in the target language at senior secondary (Stage 1)

The three broad groups of language learners outlined above differ in age and level of schooling and previous experience of the target language. These differences will influence the choice of objectives and activities in a syllabus prepared specifically for any one of these three groups. The implications for teachers and syllabus writers are as follows.

- Implications with regard to differences in age and level of schooling:
  - — the choice of themes and topics will depend on differences in learners' interests
  - — the choice of activities to develop skills will depend on differences in learners' skills development (e.g. literacy skills, research skills, etc.)
  - — the choice of subject matter, tailored to learners' intellectual level, will depend on differences in conceptual development and experience
- Implications with regard to differences in previous experience of the target language:

  Differences will exist among learner groups at Stage 2 in terms of previous experience (or 'time on task') in the target language. This will have implications for the selection of content for each group. As in any syllabus, the objectives and activities which are selected/created should be appropriate to the learners' previous experience of the target language, and provide all learners with opportunities which challenge and broaden their capacity to use the language successfully.

The descriptions of learner characteristics influencing the content of Stages (see earlier section in this book *Learner characteristics influencing syllabus content at different Stages*) provide further information to assist teachers and syllabus writers to develop appropriate content for the particular group(s) of learners within the Stage.

Focus on communication goals

Specific goal: Establish and maintain relationships, and discuss topics of interest e.g. through the exchange of information, ideas, opinions, attitudes, feelings, experiences, and plans **(Activity-Type 1)**

Some suggested objectives	*Some suggested activities*
To be able to:	
talk about self	writing a letter to a penfriend introducing self
get to know someone	learners are asked to bring in 3 objects which are important the them. They describe these to their partner and say why they are significant
	learner has to find out as much as possible by asking a friend/teacher about his/her photo(s)
	matching pictures to descriptions of people
	interviewing a friend/visitor/someone famous
talk about family and friends	talking about family/friends, using slides/photos
	exchanging tapes with individuals or classes
	making a class book/tape
	guessing a friend's daily program of activities
obtain and give information on various topics of interest	class survey of likes/dislikes/interests
	class graffiti board for learners to express views/messages
	teacher lists 20–30 personalities. Learners rank their 6 favourites. A class selection is compiled. Learners who choose the most popular personalities are asked to give reasons for their choice
	interviewing others
	giving a short talk to class on a topic of interest (using support material)
express opinions	discussing/choosing a gift for a friend on the basis of personality
	learners list what they would buy with various amounts of money; discuss suggestions in groups
	answering questionnaires
	responding to an interview
	pair/group/class discussion on topics of interest
	learners devise questionnaires through brainstorming to establish issues of concern to them
	learners are given a piece of paper with one word on it. They explain to class/group the importance of the particular item
	teacher prepares large cards with one word on each (4 in same category e.g. colours/writers/clothing/types of music, etc.) and attaches them to each corner of the room. Learners have to select which one of the corners suits them best. All learners in one corner discuss reasons for their choice.
talk about feelings	questionnaire on learners' feelings
	teacher lists a number of qualities on an OHP transparency; learners arrange these in order of importance for them; (this can be done in groups and a consensus reached)
talk about past events	discussing weekend/holiday activities/episodes one can remember
state future plans	discussing plans for weekend/holidays
	learners list 10 things they would like to do, and discuss with partner
exchange personal experiences	
carry out the above objectives in simple correspondence	
interact in the classroom, assign tasks/roles in activities	socialising in the classroom
	talking about events/interests as part of regular classroom exchanges

participate in games	playing various outdoor games playing bingo happy families buzz
ask for and give simple instructions/explanations of how to do things	giving instructions/rules on how to play a board/card game/a particular sport a learner builds an object out of blocks and it is covered; one learner looks at the construction and gives others instructions as to how to build the same object; this is compared with the original

Specific goal: Participate in social interaction related to solving a problem, making arrangements, making decisions with others, transacting to obtain goods, services, and public information **(Activity-Type 2)**

Some suggested objectives	***Some suggested activities***
To be able to:	
decide where to meet, what to do, when	learners are given a diary of events for their week; they consult it to find a suitable time to go on a particular outing deciding as a group what to do, when, with whom learners have information on how to travel to Y; they must decide on the best means of transport in view of their limited budget/time considerations, etc.
invite others	inviting friends for the weekend (by telephone/note)
make plans	planning a class excursion planning a surprise party for a friend planning a trip to the moon learners are asked to plan their ideal day — where to go, what to do, with whom; learners read out their descriptions learners plan a day in their favourite city/with their favourite personality
make choices/decisions	deciding on the best restaurant to go to for their taste and budget (from given descriptions) learners are given information about TV programs; they choose what to watch together deciding on a gift for a friend
ask others to do something	arranging for a friend to buy/make something for you
solve problems	deciding on a menu for dinner with friends individual learners describe a particular problem they have; others suggest ways of overcoming it
cope with changes in arrangements	learners have decided to go and see a particular film; it is no longer showing; they make alternative arrangements
buy goods	salesperson has a restricted number of goods; learner/customer makes a selection; some goods may not be available goods are ordered by telephone; learners take down the list of goods and/or description
order something to eat and drink	buying lunch at the school canteen choosing a meal from a menu
arrange accommodation	organising accommodation at a hotel/hostel/camp site (on basis of cue cards which outline roles/availability of facilities, etc.)
obtain information/services	finding out about facilities/leisure opportunities and negotiating possibilities
hire things	hiring a bicycle for the day
fill in forms	
report a loss	

Specific goals: Obtain information by searching for specific details in a spoken or written text, and then process and use the information obtained **(Activity-Type 3a).** Obtain information by listening to or reading a spoken or written text as a whole, and then process and use the information obtained **(Activity-Type 3b)**

Some suggested objectives	***Some suggested activities***
To be able to:	
extract information from various signs and notices, lists, charts, etc.	selecting a meal from a menu interpreting signs/answering questions/giving information to others creating signs and notices
extract information from advertisements/pamphlets/ newspaper headlines	selecting a product to purchase on the basis of advertisements read or seen describing the qualities of a particular product making an advertisement for an imaginary product selecting an advertisement, cutting out details of the product i.e.labels, etc., and others guess what is being advertised extracting information from travel brochures to plan a trip looking for key words to interpret news headlines
extract information from simple announcements	using information on a map to provide directions for others to follow listening to announcements at railway station/airport to find out arrival/departure times
make decisions	listening to weather report to determine what to wear/where to go
	The activities below relate to all the objectives which follow
understand spoken language/ announcements (which may be adapted)	completion tasks e.g. filling in forms, tables, charts, graphs, labelling diagrams and pictures, ticking of items
extract information from written texts e.g. leaflets, letters, newspapers, etc.	true/false, multiple choice items, detecting mistakes filling in the gap tasks, sequencing and matching tasks, transcriptions of dates, times, numbers, etc.
extract gist from texts	listening/reading for gist
write a short note/message	classification tasks answering questions in the target language or in English (oral or written)
report information to others	*Using the information may involve:* making a choice/decision or drawing a conclusion or writing a note

Specific goal: Give information in spoken or written form e.g. give a talk, write an essay or a set of instructions **(Activity-Type 4)**

Some suggested objectives	***Some suggested activities***
To be able to:	
give a short talk to the class on a topic of interest/an event (with support if necessary)	giving a short talk (with slides, drawings, photos, etc., as support)
give an opinion	answering a questionnaire responding to an interview
participate in a group discussion	discussing as part of making a radio program/group tape
write a short essay/report	writing a diary writing a short essay/article for school magazine

Specific goal: Listen to, read or view, and respond personally to a stimulus e.g. a story, play, film, song, poem, picture **(Activity-Type 5)**

Some suggested objectives	***Some suggested activities***
To be able to:	
listen to a story, play, poem, and give a response	answering questions in English or the target language
read a story, play, poem and give a response (visual support may be required)	discussing characters filling in bubbles in a picture story matching sentences to reconstruct the logical sequence of events
retell a series of events	listening to a story (from the teacher, from tape, from film/video) and retelling the story writing an alternative conclusion to a story

Specific goal: Be involved in spoken or written personal expression e.g. create a story, dramatic episode, poem, play **(Activity-Type 6)**

Some suggested objectives	***Some suggested activities***
To be able to:	
write/tell a short story	writing notes for a story based on pictures, then telling story to a partner with the aid of the pictures learners are given a series of pictures which they are asked to sequence in unusual ways. In pairs they write the story and tell the class completing a story on the basis of beginning/ending provided
write a simple poem	creating short poems based on models provided
write a script for a short play	learners divide up a well known story (e.g. Cinderella) into short dialogues; dialogue sections are shared between pairs (e.g. fairy godmother, Cinderella); pairs write simple dialogues for their section; the whole 'play' is performed in sequence writing a script based on the setting and character(s) in a stimulus picture; (the picture should be striking in some way)

Note

The following pages give examples of objectives and activities which are derived from a focus on sociocultural goals, learning-how-to-learn goals and language and cultural awareness goals. A focus on general knowledge goals is also possible, but general knowledge goals relate to a particular learning program and cannot be specified and elaborated at this general level.

In a language program activities are likely to be derived, in the main, from communication goals, as outlined in the activities set out in the previous pages. However at certain times, learning may be planned from different starting points. For example, activities may be needed which are specifically planned to develop learners' understanding of the everyday life patterns of the target language community (sociocultural goal). It is likely, and desirable, that the learning experiences that develop from such starting points will also be activities involving purposeful, active use of the target language, and hence will relate back to a communication goal/activity-type. For this reason, an indication of the related activity-type is given where appropriate with the activities on the following pages. Exercises will, of course also be developed from these goals.

Focus on sociocultural goals

Specific goal: Develop learners' knowledge of the historical roots of the target language community and its relationship to the learners' community

Some suggested objectives	***Some suggested activities***
To be able to:	
display an understanding of an aspect of the history of the target language community	doing a short research project on an aspect of history of the target language community *(Activity-types 3b & 4)* reading a passage related to the history of the target language community, and in small groups writing notes and answering each other's questions on the passage *(Activity-types 1 & 3b)*

Specific goal: Develop learners' knowledge of current affairs in the target language community

Some suggested objectives	*Some suggested activities*
To be able to:	
display an understanding of an aspect of current affairs in the target language community	interviewing a visitor about the topic in question *(Activity-type 1)* making displays about the topic in question (newspaper and magazine cuttings, headings, pictures) *(Activity-type 2)* making a mock TV news/radio news program *(Activity-type 2)*

Specific goal: Develop learners' insight into the cultural traditions of the target language community

Some suggested objectives	*Some suggested activities*
To be able to:	
display an understanding of certain (specified) cultural traditions of the target language community	taking part in a short drama/role play which incorporates different aspects of the culture *(Activity-type 1)* answering multiple choice questions relating to the target language culture e.g. 'What would you do if you were staying with a friend's family in the target language community and you were tired and wanted to go to bed?' (Give options) *(Activity-type 1)*

Specific goal: Display an understanding of the presence and contribution of the target language community in Australia

Some suggested objectives	*Some suggested activities*
To be able to:	
display an understanding of the presence and contribution of the target community in Australia	using a telephone directory, learners gather information about facilities, clubs, societies, services, restaurants which exist for the target language community in their town/city; the information is tabulated, and learners are required to make observations and suggest reasons for certain findings

Note:
It is possible that some of the activities suggested within the sociocultural goals will be carried out in English in programs where the target language is being learnt as a second language.

Focus on learning-how-to-learn goals

Specific goal: Develop learning-how-to-learn skills

Some suggested objectives	*Some suggested activities*
To be able to:	
use dictionaries/indexes/tables of contents	matching definitions of words word building exercises finding synonyms and antonyms extracting information from table(s) of contents
decode/interpret pictures and signs	answering questions on signs which exist in the target country *(Activity-type 3a)* making judgements/ discerning attitudes from pictures or photographs and discussing with a partner *(Activity-type 1)*

Specific goal: Develop cognitive processing strategies

Some suggested objectives	*Some suggested activities*
To be able to:	
analyse information	reading/listening to information and distinguishing fact from opinion, or distinguishing facts from supporting detail, or comparing and contrasting the information obtained *(Activity-types 3a & 3b)*

understand gist	reading/listening to texts, and writing brief notes giving gist *(Activity-type 3b)*
search for, discover, and record information independently	researching topics, noting information, and presenting it in project form. *(Activity-types 3a, 3b & 4)*
present information e.g. through classification, sequencing, etc.	extracting information from a text which is subsequently presented as a table/ graph *(Activity-type 3a)*

Note:
It is possible that some of the activities suggested within the learning-how-to-learn goals will be carried out in English in programs where the target language is being learnt as a second language.

Focus on language and cultural awareness goals

Specific goal: Develop learners' understanding of the reasons for the existence of different languages, and the relationship between these and the target language; and of how languages borrow from each other

Some suggested objectives	***Some suggested activities***
To be able to:	
perceive similarities between words in different languages	doing a range of dictionary and word-building exercises
become aware of the existence of standard and non-standard forms of the language	teacher points out and discusses differences as they arise listening to different forms of the language (in texts/songs/interviews) and answering questions regarding forms of the language based on observations drawn from the samples *(Activity-types 3a & 3b)*
become aware of the influence of English on the language of speakers of the target language in Australia	listening to the natural speech of parents/friends, and recording observations regarding the borrowings from English; class discussion of the findings *(Activity-type 3a)*
perceive the need for different language in different contexts	writing letters for different purposes and different audiences *(Activity-types 1 & 2)* listening to conversations on a similar theme but involving different contexts learners note similarities and differences *(Activity-types 1 & 2)*
understand the systematic nature of language	learners are encouraged to look for patterns in language use and apply rules (on a continuous basis)
understand how language is a manifestation of culture	reading texts in order to note features of culture, and comparing the particular features with their manifestation in Australia *(Activity-types 3a & 3b)*

Specific goal: Develop the learners' awareness of different cultures

Some suggested objectives	***Some suggested activities***
understand the value of contributions of different cultural groups in Australia	examining population figures from the Bureau of Census and Statistics, and noting patterns of migration; class discusses observations based on prepared questions *(Activity-type 3a)*

Note:
It is possible that some of the activities suggested within the language and cultural awareness goals will be carried out in English in programs where the target language is being learnt as a second language.

Focus on general knowledge goals

Specific goals, objectives, and activities focused on general knowledge goals can be devised by syllabus writers/teachers according to the interests and needs of particular learner groups.

Some suggested contexts/roles/relationships

school
home
local area/city/services
world of leisure
simulation of market
- restaurant
- shop
- post office
- canteen
- lost property office

world of fantasy and the imagination
self as learner in class with teachers and other learners
self as young person with peers or adults (Australian or foreign)
self as potential adult with others
self as learner finding out information
self to friend (peer/adult)
self to stranger (peer/adult)
self to salesperson or official
imaginary roles as required in communication activities

Some suggested themes/topics

self
family and friends
house and home
daily routine
school
hobbies/leisure activities
sport
food and drink
pets
entertainment personalities
music
holidays
excursions and travel
goods and services
places/facilities
shopping
fashion
topics and events of general interest to this age group
topics related to other areas of the curriculum

Likely communicative functions

(involving both initiating and reacting)

Socialising
using different modes of address
greeting
enquiring about health
leave taking
introducing
thanking
expressing good wishes

Exchanging information
identifying
asking for/giving information
describing
comparing
narrating personal experiences
seeking confirmation
enquiring about or expressing knowledge
enquiring about or expressing opinions
agreeing or disagreeing
asking for/giving permission
enquiring about or expressing simple needs
enquiring about or expressing likes, dislikes, preferences
enquiring about or expressing wishes
enquiring about or expressing intention
enquiring about or expressing ability
commenting
responding and reacting to requests for information, statements and comments

Expressing attitudes
expressing love, approval/disapproval, interest/distinterest, surprise, apology, anger

Getting things done
offering
requesting
suggesting
making arrangements
inviting
reacting to offers, requests, invitations and suggestions
reminding
instructing
advising

Organising and maintaining communication
attracting attention
seeking confirmation
expressing lack of comprehension
asking for rephrasing or repetition
asking for an explanation/translation
asking how to say something in the target language
telephoning
setting out a letter
punctuating and paragraphing

Likely general notions

People, places, things, events, qualities, and ideas
people
places
things
actions/events
qualities
ideas
presence/absence

Time
clock time
present time
past time
termination
beforehand/afterwards/at the same time
duration
points in time
future time
commencement
continuation
sequence

Space
location
movement
distance

Quantity
numbers and fractions
expressions of amount
expressions of degree

Characteristics
shape
physical appearance
colour
substance
sound
taste
smell
age
condition
psychological characteristics

Evaluation
price
evaluating things seen/done, etc.
truth/falsehood
correctness/incorrectness
importance
ease/difficulty

Relations between units of meaning
comparison
possession
negation

Grammar

Refer to *Appendix 1* for information related to the specification of grammatical content.

Likely modes of communication

conversation (face to face, telephone)
correspondence (person to person, class to class links)
listening for information (talks, instructions, announcements)
reading for information (from newspapers, magazines, signs, notices)
listening for pleasure
reading for pleasure
recording information for one's own or other's purpose (in note form, diary form)

Suggested text-types

Reading
signs, notices, posters
forms
lists, menus
maps, timetables and other tabulated information
advertisements
diaries, notes
messages
postcards, letters
instructions, rules
recipes, labels
brochures, leaflets
extracts from magazines and newspapers
stories
cartoon strips
plays
poetry
songs

Listening
announcements, advertisements
telephone messages
extracts from the media
tape/slide presentations
directions, instructions
dialogues and commentaries
short talks
stories, anecdotes, jokes
plays
poetry
songs

Statement of Suggested Syllabus Content for Stage 3

This statement provides suggested syllabus content for learners in Stage 3:

- upper primary/junior secondary background-speakers who have completed Stages C and D
- second language learners with a school background in the target language
  — middle secondary learners (having begun in junior or middle primary)
  — senior secondary learners (having begun in junior secondary)
- senior secondary learners who have completed senior secondary Stages 1 and 2.

The four broad groups of language learners outlined above differ in age and level of schooling and previous experience of the target language. These differences will influence the choice of objectives and activities in a syllabus prepared specifically for any one of these four groups. The implications for teachers and syllabus writers are as follows.

- Implications with regard to differences in age and level of schooling:
  — the choice of themes and topics will depend on differences in learners' interests
  — the choice of activities to develop skills will depend on differences in learners' skill development (e.g. literacy skills, research skills, etc.)
  — the choice of subject matter, tailored to learners' intellectual level, will depend on differences in conceptual development and experience
- Implications with regard to differences in previous experience of the target language:

  Differences in home background in the target language

  Learners who have a home background in the target language are likely to have a range of experience of both the language and its culture; learners' experience may range from occasional language contact with relatives to total use of the target language at home. Learners who have a home background in the language will generally be able to engage in activities which:
  — require learners to use the language in a wider range of contexts, and for a wider range of purposes
  — require a greater productive capacity
  — require less selective language use on the part of the teacher and other speakers
  — enable them to take full advantage of the family and the local target language community as a resource.

  Differences in previous experience of the target language ('time on task')

  Differences will exist among learner groups at Stage 3 in terms of previous experiences or 'time on task' in the target language. This will have implications for the selection of content for each group. As in any syllabus, the objectives and activities which are selected should be appropriate to the learners' previous experience of the target language, and provide all learners with opportunities which challenge and broaden their capacity to use the language successfully.

The descriptions of learner characteristics influencing the content of Stages, (see earlier section on *Learner characteristics influencing syllabus content at different Stages*) provide further information to assist teachers and syllabus writers to develop appropriate content for the particular group(s) of learners within the Stage.

Specific goal: Establish and maintain relationships, and discuss topics of interest e.g. through the exchange of information, ideas, opinions, attitudes, feelings, experiences, and plans **(Activity-Type 1)**

Some suggested objectives	***Some suggested activities***
To be able to:	
talk about self	writing a letter to a penfriend about self
get to know someone	learners are asked to bring in three objects which are important to them; they describe these to their partner and say why they are significant finding out as much as possible about partner's photo(s) matching pictures to descriptions of people interviewing a friend/visitor/someone famous 'find someone who . . .' game
talk about family and friends	talking using slides/photos exchanging tapes with individuals or classes making a class book/tape guessing a friend's daily program of activities
obtain and give information on various topics of interest	class survey of likes/dislikes/interests class grafitti board for learners to express views/messages teacher lists 20–30 personalities; learners rank the 6 favourites; a class selection is compiled; learners who choose the most popular personalities are asked to give reasons for their choice interviewing others giving a short talk to the class on a topic of interest (using support material)
express opinions	discussing/choosing a gift for a friend on the basis of personality learners list what they would buy with various amounts of money; discuss outcomes in groups answering questionnaire responding to an interview pair/group/class discussion on topics of interest brainstorming to establish issues of concern devising questionnaires learners are given a piece of paper with one word on it; they explain to class/group the importance of the particular item teacher prepares large cards with one word on each (4 in the same category, e.g. colours/writers/clothing/types of music/etc.) and attaches them to each corner of the room; learners have to select which one of the corners suits them best; all learners in one corner discuss reasons for their choice.
talk about feelings	questionnaires on learners' feelings teacher lists a number of qualities on OHP transparency; learners arrange these in order of importance for them; this can be done in groups and consensus reached
talk about past events	discussing weekend/holiday activities/episodes one can remember
state future plans	discussing plans for weekend/holidays learners list 10 things they would like to do and discuss with partner
exchange personal experiences of things seen/done	
carry out the above objectives in simple correspondence	

interact in the classroom, assign tasks, roles	socialising in the classroom, talking about events/interests as part of classroom exchanges
understand and carry out instructions	understanding and carrying out instructions, doing a particular physical exercise on the basis of instructions cooking
make, assemble, draw things	drawing shapes/designs on the basis of instructions assembling a model
participate in games	playing various outdoor games playing bingo happy families buzz
ask for and give simple instructions/explanations of how to do things	giving instructions/rules on how to play a board/card game/ a particular sport a learner builds an object out of blocks; it is covered; one learner looks at the construction and gives other groups instructions on how to build the same object; this is compared with the original
make comparisons	learners are given 10 qualities of a good teacher and are asked to rank them and compare and discuss in groups comparing and ranking 10 jobs in order of importance
discuss for and against something	learners are given a piece of paper with the names of two objects on them; two learners are required to discuss in front of the class the relative importance of the particular objects for society

Specific goal: Participate in social interaction related to solving a problem, making arrangements, making decisions with others, transacting to obtain goods, services, and public information **(Activity-Type 2)**

Some suggested objectives	***Some suggested activities***
To be able to:	
decide where to meet/what to do/when	learners are given a diary of events for their week; they consult it to find a suitable time to go on a particular outing learners look at travel timetables to arrange an outing learners decide as a group what to do, with whom, when learners have information on how to travel to 'Y'; they must decide on the best means of transport in view of their limited budget/time considerations etc. learners are given 6 choices for a holiday they wish to have together; they discuss their choices and come to a decision
invite others	inviting friends for the weekend (by telephone/note)
make plans	planning a class excursion planning a surprise party for a friend learners are asked to plan their ideal day — where to go, what to do, with whom; learners read out their descriptions learners plan a day in their favourite city
make choices	deciding the best restaurant to go to for their taste and budget (from given description) learners are given information about TV programs; they choose what to watch together deciding on a gift for a friend
solve problems	deciding on a menu for a dinner with friends individual learners describe particular problems they have; others suggest ways of overcoming these
cope with changes in arrangements	learners have decided to go and see a particular film but it is no longer showing so they make alternative arrangements

explain things	learners explain why they are late for an appointment
buy goods	salesperson has a restricted number of goods; learner/customer makes a selection; some goods may not be available goods ordered by telephone; learner has to take down the list of goods and/or description
order something to eat and drink	buying lunch at school canteen choosing a meal from a menu
get accommodation	organising accommodation at a hotel/hostel/campsite (on basis of cue cards describing roles/availability of facilities, etc.)
obtain information/services	finding out about facilities/leisure opportunities and negotiating possibilities (information gap activities)
hire things	hiring a bicycle for the day
fill in forms	
report a loss/accident	ringing police to report a burglary
make a complaint	magazine purchased has missing pages; make a complaint to the newsagent

Specific goals: Obtain information by searching for specific details in a spoken or written text, and then process and use the information obtained **(Activity-Type 3a).** Obtain information by listening to or reading a spoken or written text as a whole, and then process and use the information obtained **(Activity-Type 3b)**

Some suggested objectives	***Some suggested activities***
To be able to:	
extract information from various signs and notices, lists, charts, etc.	selecting a meal from a menu interpreting signs/answering questions/giving information to others creating signs and notices
extract information from advertisements/pamphlets/ newspaper headlines	selecting a product to purchase on the basis of advertisements read or seen describing the qualities of a particular product making an advertisement for an imaginary product selecting an advertisement, cutting out details of the product, i.e. labels, etc., and others guess what is being advertised extracting information from travel brochures to plan a trip looking for key words to interpret news headlines
extract information from maps	using information on a map to provide directions for others to follow
extract information from simple announcements	listening to weather reports to determine what to wear/where to go listening to announcements at the railway station/airport to find out arrival/ departure times
make decisions	making a decision based on statistical data extracted from particular tables of information
make a judgement/evaluation	ranking qualities in order of importance
give an explanation	reading a recipe, and giving an explanation about ingredients and how to prepare the particular dish
understand speech/ announcements (which may be adapted for learners)	*The activities below relate to all the objectives which follow* completion tasks, e.g. filling in forms, tables, charts, graphs, labelling diagrams and pictures, ticking off items true/false, multiple choice items, detecting mistakes
extract information from written texts e.g. leaflets, letters, newspapers, etc.	filling in the gap tasks, sequencing and matching tasks, transcriptions of dates, times, numbers, etc. listening/reading for gist

extract gist from text	classification tasks
write a short note/message	answering questions in the target language or in English (oral or written)
	note taking for own or someone else's purposes
report information to others	collating information e.g. for a project
give an explanation	discussing information obtained with others who may have obtained similar or different information
give advice/suggestion	transformation of visual or tabulated information into spoken or written forms and vice versa
	comparison tasks
	summarising
	preparing information for others e.g. an itinerary
	rearranging sections of text
	Reacting may involve
	making a choice/decision
	drawing a conclusion
	writing a note/letter
	reporting to others
	making suggestions
	discussing pros and cons

Specific goal: Give information in spoken or written form e.g. give a talk, write an essay, or set of instructions **(Activity-Type 4)**

Some suggested objectives	***Some suggested activities***
To be able to:	
give a short talk on a topic of interest/an event (with support if necessary)	giving a short talk (with slides, drawings, photos, etc. as support)
give an opinion	answering a questionnaire
	responding to an interview
participate in a group discussion	discussion as part of making a radio program/group tape
write a short essay/report	writing a diary/report
	writing a short essay for the school magazine
give a talk to interest, inform, convince	giving a talk
	taking part in a debate

Specific goal: Listen to, read or view, and respond personally to a stimulus e.g. a story, play, film, song, poem, picture **(Activity-Type 5)**

Some suggested objectives	***Some suggested activities***
To be able to:	
listen to a story, play, poem and give a response	*The activities below relate to all the objectives which follow*
	answering questions in in English/target language
	discussing characters
	filling in bubbles in a picture story
	retelling the story
	matching sentences to reconstruct the logical sequence of events

read a story, play, poem and give a response (visual support may be required)	writing a story/dramatic episode on the basis of suggested models chain story — learners are given a word on a piece of paper; teacher begins a story; learners continue it using the one word they have been given
describe a series of events	
write a story/dramatic episode	

Specific goal: Be involved in spoken or written personal expression e.g. create a story, dramatic episode, poem, play **(Activity-Type 6)**

Some suggested objectives	***Some suggested activities***
To be able to:	
write/tell a story	writing a story creating an alternative world to the world of the text; this may involve creating different characters transforming a scene from a play into a narrative writing a story from the perspective of one of the characters in the stimulus text
write a simple poem	creating a poem based on models provided writing a poem in response to a stimulus
write a script for a play/video	writing a script based on a narrative text developing a script for a video (in groups) creating a script on the basis of a picture/photo

Note:
The following pages give examples of objectives and activities which are derived from a focus on sociocultural goals, learning-how-to-learn goals, and language and cultural awareness goals. A focus on general knowledge goals is also possible, but general knowledge goals relate to a particular learning program and cannot be specified and elaborated at this general level.

In a language program activities are likely to be derived, in the main, from communication goals, as are the activities set out in the previous pages. However at certain points, learning may be planned from different starting points, for example, activities may be needed which are specifically planned to develop learners' understanding of the everyday life patterns of the target language community (sociocultural goal). It is likely, and desirable, that the learning experiences that develop from such starting points will also be activities involving purposeful, active use of the target language, and hence will relate back to a communication goal/activity-type. For this reason, an indication of the related activity-type is given where appropriate with the activities on the following pages. Exercises will, of course, also be developed from these goals.

Focus on sociocultural goals

Specific goal: Develop learners' insight into the cultural traditions of the target language community

Some suggested objectives	***Some suggested activities***
To be able to:	
display an understanding of an aspect of the history of the target language community	doing a research project on an aspect of the history of the target language community examining the history of the target language community in the source country and in Australia writing a personal account of a historical event
display an understanding of some of the cultural values of the target language community	selecting a value and comparing it across cultures doing a survey of the life of the target language community organisations and support systems (i.e. religious organisations, ethnic press/radio/TV, political organisations, sporting bodies, recreational organisations) and presenting the findings to the class researching some of the traditions associated with different religions

Specific goal: Develop learners' knowledge of current affairs in the target language community.

Some suggested objectives	*Some suggested activities*
To be able to:	
display an understanding of an aspect of current affairs in the target language community	interviewing a visitor about the topic in question *(Activity-type 1)* collecting and summarising articles from the Australian press and target language community press on the particular issue; comparisons are discussed in a class group *(Activity-type 3b)*

Specific goal: Develop learners' insight into the cultural traditions of the target language community.

Some suggested objectives	*Some suggested activities*
To be able to:	
display an understanding of certain cultural traditions of the target language community	interviewing members of the target language community to find out about particular cultural traditions as they are manifested in the target country and in Australia, both among members of the target language community and among Australians *(Activity-type 1)*
display an understanding of the contribution of the target language community in the Australian and world contexts	researching the contributions to a particular field made by a well known personality from a particular cultural group or a well-known member of the target language community living in Australia *(Activity-type 3b)*

Note: It is possible that some of the activities suggested within the sociocultural goals will be carried out in English in programs where the target language is being learnt as a second language.

Focus on learning-how-to-learn goals

Specific goal: Develop learning-how-to-learn skills

Some suggested objectives	*Some suggested activities*
To be able to:	
use a range of reference sources (e.g. dictionary, index, encylopedias)	dictionary games and crosswords word building exercises
process information from extended prose	answering questions on the basis of a text summarising the flow of events in a particular text comparing and contrasting information obtained on the same topic but from different sources. *(Activity-type 3b)*
present information	transferring information available in a text to a tabulated format, and vice versa writing a short report on a research topic *(Activity-types 3b & 4)*
understand gist	reading a range of texts for gist and presenting the information obtained to others *(Activity-type 3b)*
search for, discover, and record information independently	researching topics, noting information, and presenting it as a talk *(Activity-types 3b & 4)*

Specific goal: Develop specific writing skills

Some suggested objectives	*Some suggested activities*
To be able to:	
write an essay using coordination and subordination	doing exercises in joining sentences, then write an essay

Note:
It is possible that some of the activities suggested within the learning-how-to-learn goals will be carried out in English in programs where the target language is being learnt as a second language.

Focus on language and cultural awareness goals

Specific goal: Develop learners' understanding of the reasons for the existence of different languages and the relationship between these and the target language; and of how languages borrow from each other

Some suggested objectives	*Some suggested activities*
To be able to:	
understand cognates	doing a range of word building and related words exercises
become aware of the existence of standard and non-standard forms of the language	teacher points out and discusses differences as they arise in pronunciation, vocabulary, and syntax recording non-standard samples of language from speakers in the target language community and analysing the recordings
become aware of the influence of English on the language of speakers of the target language in Australia	analysing recordings of speech where English influence is evident; describing the kind of influences and discussing reasons for the particular phenomena looking at newspapers and magazines in the target language to discover borrowings from English *(Activity-type 3a)*
perceive the need for different language in different contexts	examining texts (spoken and written) and describing the context
understand the systematic nature of language.	learners are encouraged to look for patterns in language use and to apply rules (on a continuous basis)

Specific goal: Develop learners' awareness of different cultures

Some suggested objectives	*Some suggested activities*
To be able to:	
understand how language is a manifestation of culture	comparing proverbs from different cultures
understand the value of the contributions of different cultural groups in Australia	researching the diversity which exists within groups in terms of social class or region (language, food, religion) and commenting on the influence of such diversity in Australia

Note:
It is possible that some of the activities suggested within the language and cultural awareness goals will be carried out in English in programs where the target language is being learnt as a second language.

Focus on general knowledge goals

Specific goals, objectives, and activities focused on in general knowledge goals can be devised by teachers and syllabus writers according to the interests and needs of particular learner groups.

Some suggested contexts/roles/relationships

school
home
local area/city/services
world of leisure
simulation of market
- restaurant
- shop
- post office
- lost property office
- bank
- doctor's surgery

world of the media
world of work
world of fantasy and the imagination
target country
self as learner in class with teachers and other learners
self as young person with peers or adults (Australian or foreign)
self as potential adult with others
self as learner finding out information
self to friend (peer/adult)
self to stranger (peer/adult)
self to salesperson or official
imaginary roles as required in communication activities

Some suggested themes/topics

self
family and friends
house and home
daily routines
school
hobbies/leisure activities
sport
food and drink
personal experiences
relationships with others
personalities
holidays/excursions/travel
pocket money
music
work/jobs
places/facilities
shopping
fashion
world of entertainment
events in the media
differences between Australia and the target country
topics and events of general interest to this age group
topics related to other areas of the curriculum

Likely communicative functions

(involving both initiating and reacting)

Socialising

using different modes of address
greeting
enquiring about health
leave taking
introducing
thanking
expressing good wishes

Exchanging information

identifying
asking for/giving information
describing
comparing
narrating personal experiences
reporting what others did
seeking confirmation
enquiring about or expressing knowledge
enquiring about or expressing opinions
agreeing or disagreeing
expressing certainty or doubt
asking for/giving permission
enquiring about or expressing needs
enquiring about or expressing likes, dislikes, preferences
enquiring about or expressing wishes
enquiring about or expressing intention
enquiring about or expressing ability
enquiring about or expressing hope
commenting
responding and reacting to requests for information, statements, and comments

Expressing attitudes

expressing love, approval, gratitude, regret, interest, surprise, apology, anger, praise, encouragement, complaint
asking for evaluation

Getting things done

offering
requesting
suggesting
making arrangements
inviting
reacting to offers, requests, invitations and suggestions
reminding
instructing
advising
persuading

Organising and maintaining communication
attracting attention
seeking confirmation
expressing lack of comprehension
asking for rephrasing or repetition
asking for an explanation/translation
asking how to say something in the target language
telephoning
asking someone to explain what they have just said
setting out a letter
punctuating and paragraphing

Likely general notions

People, places, things, events, qualities, and ideas
people
places
things
actions/events
qualities
ideas
presence/absence

Time
clock time
points in time
present time
future time
past time
commencement/termination/continuation
beforehand/afterwards/at the same time
sequence
duration
frequency

Space
location
movement
distance

Quantity
numbers and fractions
expressions of amount
expressions of degree

Characteristics
shape
physical appearance
colour
substances
sound
taste
smell
age
condition
psychological characteristics

Evaluation
price
evaluating things seen, done
etc.
truth/falsehood
correctness/incorrectness
importance
ease/difficulty

Relations between units of meaning
comparison
possession
negation

Grammar

Refer to *Appendix 1* for information related to the specification of grammatical content.

Likely modes of communication

conversation (face to face, telephone)
correspondence in writing (person to person, class to class links)
listening for information (lectures, talks, instructions, radio, T.V announcements)
reading for information (from newspapers, magazines, signs, notices)
listening for pleasure
reading for pleasure
recording information for one's own or other's purposes (note form, lectures, talks, summary form, diary form, translation)

Suggested text-types

Reading
signs, notices, posters
forms
lists, menus
maps, timetables and tabulated information
advertisements
diaries, notes
messages, telegrams
postcards, letters
instructions, rules
recipes
brochures, leaflets, catalogues
extracts from magazines and newspapers
stories
cartoon strips
plays
poetry
songs

Listening
announcements
advertisements
telephone messages
extracts from the media
slide presentations
directions, instructions, recipes
dialogues and conversations
short talks
stories, anecdotes, jokes
plays
poetry
songs

Statement of Suggested Syllabus Content for Stage 4

This statement provides suggested syllabus content for learners in Stage 4:

- middle secondary background-speakers with a school background in the target language from the beginning of primary school
- senior secondary second language learners with a school background in the target language from the beginning of primary school
- senior secondary second language learners with a school background in the target language from the beginning of secondary school

The three broad groups of language learners outlined above differ in age and level of schooling and previous experience of the target language. These differences will influence the choice of objectives and activities in a syllabus prepared specifically for any one of these three groups. The implications for teachers and syllabus writers are as follows.

- Implications with regard to differences in age and level of schooling:
  - — the choice of themes and topics will depend on differences in learners' interests
  - — the choice of activities to develop skills will depend on differences in learners' skill development (e.g. literacy skills, research skills, etc.)
  - — the choice of subject matter, tailored to learners' intellectual level, will depend on differences in conceptual development and experience
- Implications with regard to differences in previous experience of the target language:

  Differences in home background in the target language

  Learners who have a home background in the target language are likely to have a range of experience of both the language and its culture; learners' experience may range from occasional language contact with relatives to total use of the target language at home. Learners who have a home background in the target language will generally be able to engage in activities which:
  - — require them to use the language in a wider range of contexts, and for a wider range of purposes
  - — require a greater productive capacity
  - — require less selective language use on the part of the teacher and other speakers
  - — enable them to take full advantage of the family and the local target language community as a resource.

  Differences in previous experience of the target language ('time on task')

  Differences will exist among learner groups at Stage 4 in terms of previous experiences or 'time on task' in the target language. This will have implications for the selection of content for each group. As in any syllabus, the objectives and activities which are selected should be appropriate to the learners' previous experience of the target language, and provide all learners with opportunities which challenge and broaden their capacity to use the language successfully.

The descriptions of learner characteristics influencing the content of Stages (see earlier section on *Learner characteristics influencing syllabus content at different Stages*) provide further information to assist teachers and syllabus writers to develop appropriate content for the particular group(s) of learners within the Stage.

Specific goal: Establish and maintain relationships and discuss topics of interest e.g. through the exchange of information, ideas, opinions, attitudes, feelings, experiences, plans, etc. **(Activity-Type 1)**

Some suggested objectives	***Some suggested activities***
To be able to:	
talk about self	writing a letter to a penfriend about self creating awards and discussing candidates for them learners are asked to bring in 3 objects which are important to them; they describe these and say why they are significant
get to know someone	finding out as much as possible by asking a friend/teacher about his/her photo(s) matching pictures to descriptions of people interviewing a friend/visitor/someone famous 'find someone who . . .' game
talk about family and friends	giving a talk using slides/photos exchanging tapes with individuals or classes making a class book/tape discussing a friend's daily program of activities surveying a group of friends on a wide range of issues, collating information and drawing conclusions describing people and their influences on the learner's life
obtain and give information on various topics of interest	class survey of likes/dislikes/interests class graffiti board for learners to express views/messages teacher lists 20–30 personalities; learners rank the top 6; a class selection is compiled; learners who choose the most popular personalities are asked to give reasons for their choice
express opinions	discussing/choosing a gift for a friend on the basis of personality learners list what they would buy with various amounts of money. Discussing outcome in groups answering questionnaires responding to an interview pair/group/class discussion on topics of interest
talk about feelings	questionnaires on learner's feelings teacher lists a number of qualities on an OHP transparency; learners arrange these in order of importance (this can be done in groups and consensus reached) planning and acting out a talk show
talk about past events/report what others said, did, thought	discussing weekend/holiday activities/episodes one can remember
state future plans, hopes and conditional possibilities	discussing plans for weekend/holidays learners list 10 things they would like to do in the future and discuss with a partner
exchange personal experiences of things seen/done	
carry out the above objectives in simple correspondence	
interact in the classroom: assign tasks/roles in activities	socialising in the classroom talking about events/interests as part of classroom exchanges

understand and carry out instructions	understanding and carrying out instructions doing a particular physical exercise on the basis of instructions cooking
make, assemble, draw things	drawing shapes/designs on the basis of instructions assembling a model
ask for and give instructions/ explanations of how to do things	giving instructions/rules on how to play a board/card game/a particular sport a learner builds an object out of blocks; it is covered; another learner looks at the construction and gives other groups instructions on how to build the same object; this is compared with the original
talk about current affairs	giving a short talk to the class on a topic of current affairs (using support material)
discuss/share opinions on more complex issues	through brainstorming establish issues of concern devising questionnaires learners are given a piece of paper with one word on it; they explain to the class/ group the importance of the particular item teacher prepares large cards with one word on each (4 in the same category e.g. colours/writers/clothing/types of music/etc.) and attach them to each corner of the room; learners have to select which one of the corners suits them best; all learners in one corner discuss reasons for their choice discussing school rules, whether they are necessary, and making suggestions for change
make comparisons	learners are given 10 qualities of a teacher and are asked to rank them, comparing and discussing in groups comparing and ranking 10 jobs in order of importance
discuss for and against something	learners are given a piece of paper with the names of two objects on them; two learners are required to discuss in front of the class the relative importance of the particular objects for society learners debate pros and cons of a particular issue drawn at random
justify an opinion	learners give opinions on topical issues and justify their views

Specific goal: Participate in social interaction related to solving a problem, making arrangements, making decisions with others, transacting to obtain goods, services, and public information **(Activity-Type 2)**

Some suggested objectives	***Some suggested activities***
To be able to:	
decide where to meet, what to do, when	learners are given a diary of events for their week. They consult it to find a suitable time to go on a particular outing learners look at travel timetables to arrange an outing deciding as a group what to do, when learners share information on how to travel to Y. They must decide on the best means of transport in view of their limited budget/time considerations, etc learners are given 6 choices for a holiday. They decide on the holiday they wish to have together
invite others	inviting friends for the weekend (by telephone/note)
make plans	planning a class excursion planning a surprise party for a friend learners are asked to plan their ideal day — where to go, what to do with whom; learners read out their descriptions planning a day out in their favourite city

make choices/decisions involving a range of possibilities/factors/variables	learners decide the best restaurant to go to for their taste/budget (from given descriptions)
	learners are given information about TV programs; they choose what to watch
	choosing objects and defending choices
	ranking places to see and giving reasons for the selections
	choosing someone for a job
	agreeing on how to spend a sum of money
	deciding on how to furnish a room
ask others to do something	arranging for a friend to buy/make something for you
solve problems, involving putting together a greater number of items of information from a greater number of sources involving a greater number of participants	deciding on a menu for a dinner with friends
	individual learners describe a particular problem they have. Others suggest ways of overcoming it
cope with changes in arrangements	learners have decided to go and see a particular film which is no longer showing so they make alternative arrangements
explain things	
persuade others to do certain things	
buy goods	salesperson has a restricted number of goods; learner/customer makes a selection; some goods may not available
	goods are ordered by telephone; learner has to take down a list of goods and/or description
order something to eat and drink	choosing a meal from menu
	learners wish to order a meal but one of the members of the group is a vegetarian; they explain this to the waiter and discuss possibilities
get accommodation	organising accommodation at a hotel/hostel/campsite (on the basis of cue cards describing roles/availability of facilities, etc.)
obtain information/services	finding out about facilities/leisure opportunities and negotiating possibilities
hire things	hiring a bicycle/car for the day
fill in forms	learner is a witness to a hit and run accident and gives relevant details to the police officer, who writes down the statement
report a loss/fault accident involving a greater number of factors	a magazine purchased has missing pages; reporting to the newsagent
	learner has lost a wallet on a day excursion; this is reported to the lost property office
make a complaint	learner has ordered magazines on favourite sport/interest; the wrong edition has been sent; he/she telephones or writes to complain
	learner has bought a watch which is still under guarantee but is not working properly so it is returned for repairs
	complaining about the quality of goods, wrong change, mistake in the bill, high prices, poor service, etc.
order goods, request further information through correspondence	

Specific goals: Obtain information by searching for specific details in a spoken or written text and then process and use the information obtained **(Activity-Type 3a).** Obtain information by listening to or reading a spoken or written text as a whole, and then process and use the information obtained **(Activity-Type 3b)**

Some suggested objectives	***Some suggested activities***
To be able to:	
extract more detailed information from a wider range of documents (both written and spoken)	selecting a meal from a menu interpreting signs/answering questions/giving information to others
discuss information with others	finding out about the news and relaying the information to another person exchanging information on a particular issue with another learner who may have discovered different details, and through discussion, coming to the same conclusion
make decisions on the basis of the information extracted	selecting a product to purchase on the basis of advertisements read and seen selecting an advertisement, cutting out details of the product (i.e. labels, etc.), and others guess what is being advertised extracting information from travel brochures to plan a trip with friends listening to the weather report to determine what to wear/where to go listening to announcements at the railway station/airport to find out arrival/ departure times
make a judgement/evaluation	making comments on statistical data extracted from particular tables of information ranking qualities of a person or object described in order of importance reading the horoscope from a target language magazine for a friend for the previous month, and checking through conversation to see whether the predictions were accurate
give an explanation	using information on a map to provide directions for others to follow
give messages to others	
reproduce information in summary or report form	
give a talk on information obtained	finding information on a topic of interest and presenting as a talk/project
	The activities below relate to all the objectives which follow
understand speech /announcements	completion tasks e.g. filling in forms, labels, charts, graphs, labelling diagrams and pictures, ticking off items
extract information from written texts e.g. leaflets, letters, newspapers etc.	true/false, multiple choice items, detecting mistakes filling the gap tasks, sequencing and matching tasks, transcriptions of dates, times, numbers, etc.
extract gist from texts	listening/reading for gist classification tasks
write a short note/message	answering questions in the target language or in English (oral or written) note taking for own or someone else's purposes
report information to others	collecting information e.g. for a project
give an explanation/talk	discussing information obtained with others who may have obtained similar or different information
give advice/suggestions	transforming visual or tabulated information into spoken or written form and vice versa
discuss with others in order to reach a conclusion	comparison tasks summarising
write a letter/report in reaction to a proposition	preparing information for others e.g. an itinerary rearranging sections of text making predictions
answer a letter	

Reacting may involve:

making a choice/decision

drawing a conclusion

writing a note/letter

reporting to others

making suggestions/predictions

discussing pros and cons

Examples:

writing a letter to the council indicating disapproval of its proposal to turn a nearby park into a parking station

replying to a letter received from a penfriend where a particular social event is described and making a comparison with an equivalent event in Australia

reading different articles on a particular social issue, highlighting different points of view on the issue, discussing the findings with a group and expressing opinions on the issue

reading about the same event reported in two different newspapers and finding discrepancies in the information, reporting this to others and giving possible explanations for the differences

giving advice on the best place to go for a particular purpose, based on information read

discussing consequences

discussing similarities and differences

jigsaw listening — each group listens to different but connected passages, each of which supplies some part of what they need to know; they subsequently put the information together to get a complete picture

Specific goal: Give information in spoken or written form e.g. give a talk, write an essay or a set of instructions **(Activity-Type 4)**

Some suggested objectives	***Some suggested activities***
To be able to:	
give a talk on a topic of interest/an event	giving a short talk (with slides, drawings, photos, etc. as support)
give an opinion	answering a questionnaire responding to an interview
participate in a group discussion	discussing as part of making a radio program/group tape expressing personal opinions, thoughts, attitudes
write an essay/report	writing a diary/letter writing a short essay/article for the school magazine making a class magazine including views of various members on particular topics of interest or concern
give a talk to interest, inform, convince	

Specific goal: Listen to, read or view, and respond personally to a stimulus e.g. a story, play, film, song, poem, picture **(Activity-Type 5)**

Some suggested objectives	***Some suggested activities***
To be able to:	
listen to/read a story, play, poem and give a response	*Responding may involve:* answering questions in English or in the target language discussing characters

	filling in bubbles in a picture story
	reading for pleasure and discussing the appeal of a text with others
describe a series of events and discuss with others	matching sentences to reconstruct the logical sequence of events
	writing a story, dramatic episode on the basis of a suggested model in the story
	chain story — learners are given a word on a piece of paper; teacher begins a story; learners continue it
write a story/dramatic episode	writing a review of a story, play, film
	discussing alternative endings for a story, play or film and comparing suggestions
	asking each other questions about a story they have just listened to or read
	telling an anecdote about self based on a similar happening in a story, poem, film
	completing a story where the beginning, which sets the scene, is given
	rewriting an episode/story from a point of view other than that used in the original

Specific goal: Be involved in spoken or written personal expression e.g. create a story, dramatic episode, poem, play **(Activity-Type 6)**

Some suggested objectives	***Some suggested activities***
To be able to:	
write/tell a story	writing anecdotes of forgotten or half-forgotten memories
	learners are provided with 10 unrelated words, all of which must feature in a story
	telling/writing a story recapturing the past of a character in a photo
write a poem	writing poems for the school magazine
write a script for a play/video	writing a script depicting a particular social event
	developing a video for a class/school exchange
	creating a script on the basis of a picture/photo stimulus

Note
The following pages give examples of objectives and activities which are derived from a focus on sociocultural goals, learning-how-to-learn goals, and language and cultural awareness goals. A focus on general knowledge goals is also possible, but general knowledge goals relate to a particular learning program and cannot be specified and elaborated at this general level.

In a language program activities are likely to be derived, in the main, from communication goals as outlined in the activities set out in the previous pages. However at certain times learning may be planned from different starting points, for example, activities may be needed which are specifically planned to develop learners' understanding of the everyday life patterns of the target language community (sociocultural goal). It is likely, and desirable, that the learning experiences that develop from such starting points will also be activities involving purposeful, active use of the target language, and hence will relate back to a communication goal/activity-type. For this reason, an indication of the related activity-type is given where appropriate with the activities on the following pages. Exercises will, of course, also be developed from these goals.

Focus on sociocultural goals

Specific goal: Develop learners' understanding of the everyday life patterns of their contemporary age-groups in the target language community

Some suggested objectives	***Some suggested activities***
To be able to:	
display awareness of life patterns of teenagers	listening to popular songs which describe the life of youth in the target language community and making comparisons with their own life in Australia *(Activity-type 5)*
	reading a range of youth magazines to determine features they have in common with Australian equivalents. They discuss findings in groups *(Activity-types 1 & 3b)*

watching film/video which depicts life of youth in the target language community and writing a summary of similarities and differences they note in relation to their own situation *(Activity-type 5)*

interviewing learners from the target language community on exchange in Australia and sharing opinions *(Activity-type 1)*

interviewing learners who have just returned from a visit to the target country and discussing their impressions *(Activity-type 1)*

Specific goal: Develop learners' insight into the cultural traditions of the target language community

Some suggested objectives	***Some suggested activities***
To be able to:	
display an understanding of an aspect of the history of the target language community	doing a research project on an aspect of the history of the target language community *(Activity-type 3b)*
display an understanding of some of the cultural values of the target language community	researching and making comparisons across the different regions of the target country and noting differences in cultural aspects *(Activity-types 3a & 3b)* interviewing migrants and their children to discover changes in life style. These are documented and reported *(Activity-type 1)*

Specific goal: Develop learners' insight into the historical roots of the target language community and its relationship to the learners' community.

Some suggested objectives	***Some suggested activities***
To be able to:	
display an understanding of the presence of the target language community in Australia	speakers are invited to the school to relate their experiences. Learners ask questions and discuss with them *(Activity-types 1 & 3b)* reading printed oral histories and discussing them in groups *(Activity-types 1 & 3b)* developing interview questions and conducting interviews of a member of the target language community. This is presented as an oral history *(Activity-types 1 & 4)*

Specific goal: Develop learners' knowledge of the current affairs in the target language community

Some suggested objectives	***Some suggested activities***
To be able to:	
display an understanding of an aspect of current affairs in the target language community	collecting and summarising articles from the Australian press and the target language community press on the particular issue. Comparisons are discussed in a class group *(Activity-types 1, 3a, & 3b)* researching an aspect of current affairs and writing a report on it *(Activity-types 3a, 3b & 4)*

Specific goal: Develop learners' knowledge of some of the political and social institutions in the target language community

Some suggested objectives	***Some suggested activities***
To be able to:	
display an understanding of some social institutions	undertaking research into a feature of social institutions and writing a report on the findings *(Activity-type 3b)*

Note:
It is possible that some of the activities suggested within the sociocultural goals will be carried out in English in programs where the target language is being learnt as a second language.

Focus on learning-how-to-learn goals

Specific goal: Develop learning-how-to- learn skills

Some suggested objectives	*Some suggested activities*
To be able to:	
use a range of reference sources and materials, (both print and non-print)	crosswords word building exercises research projects
process information from a range of sources	extracting information from oral and print sources. The information gathered may be presented as a graph summary report (written or verbal) classification/categorisaton set of notes analysis of findings *(Activity-types 3a & 3b)*
make comparisons and draw conclusions	reading two related texts, comparing them and indicating which is more convincing *(Activity-type 3b)*
present information in a logical and coherent way	taking part in a debate to discuss the pros and cons of a particular issue *(Activity-types 1, 2 & 4)*
recognise and write in different genres	writing/reading narratives, exposes, reports, essays

Note:
It is possible that some of the activities suggested within the learning-how-to-learn goals will be carried out in English in programs where the target language is being learnt as a second language.

Focus on language and cultural awareness goals

Specific goal: Develop learners' understanding of the reasons for the existence of different languages and the relationship between these and the target language; and of how languages borrow from each other

Some suggested objectives	*Some suggested activities*
To be able to:	
understand cognates and use them to guess meanings	learners do a range of word building and vocabulary expansion exercises within the context of activities where these words are used
become aware of the existence of standard and non-standard forms of the language	teacher points out such features as they arise learners listen to recorded samples of speech where such features are evident and discuss
become aware of idiomatic expressions/slang	such features are discussed as they arise
become aware of the influence of English on the language of the speakers of the target language in Australia	analysing recordings of speech where English influence is evident and describing the kind of influences. Discussing why they arise *(Activity-type 3a)* reading samples of written material where the English influence is evident *(Activity-types 3a & 3b)* examining a list words in the target language which have been borrowed from English, analysing the areas of experience to which they relate to determine whether there is any pattern
perceive the need for different language in different contexts	writing two pieces on the same topic where the context differs; through this learners are required to adapt and modify language use to context *(Activity-type 6)*

understand the systematic nature of language	learners are encouraged to look for patterns in language use and to apply rules (on a continuous basis)

Specific goal: Develop learners' awareness of different cultures

Some suggested objectives	*Some suggested activities*
To be able to:	
understand the nature of contributions of different cultural groups in Australia	carrying out a comparative survey of the number of hours per week of ethnic radio for each particular target language community. Tabulating the findings and explaining possible reasons, making comparisons with census statistics on the ethnicity of the population *(Activity-type 3b)*
	visiting local art galleries/museums/markets/libraries to examine the availability of products/materials from the target country in Australia

Note:
It is possible that some of the activities suggested within the language and cultural awareness goals will be carried out in English in programs where the target language is being learnt as a second language.

Focus on general knowledge goals

Goals, objectives, and activities focused on general knowledge goals can be devised by teachers and syllabus writers according to the interests and needs of particular learner group(s).

Some suggested contexts/roles/relationships

school
home
local area/city/services
world of leisure
simulation of market
- restaurant
- shop
- post office
- lost property office
- bank
- doctor's surgery

world of the media
world of work
world of fantasy and the imagination
target country
self as learner in class with teachers and other learners
self as young person with peers or adults (Australian or foreign)
self as potential adult with others
self as student finding out information
self to friend (peer/adult)
self to stranger (peer/adult)
self to salesperson or official imaginary roles as required in communication activities

Some suggested themes/topics

self
family and friends
house and home
daily routine
school and education
hobbies/leisure activities
sport
food and drink
personal experiences
relationships with others
personalities
holidays/excursions/travel
topics related to other areas of the curriculum
music
work/jobs/careers
places/facilities
clubs and societies
shopping
fashion
world of entertainment
events in the media
comparisons between Australia and the target country
social issues
topics and events of general interest to this age group

Likely communicative functions

(involving both initiating and reacting)

Socialising

using different modes of address
greeting
enquiring about health
leave taking
introducing
thanking
expressing good wishes

Exchanging information

identifying
asking for/giving information
describing
comparing
narrating personal experiences/series of events
reporting what others did/said/asked/thought
seeking confirmation
enquiring about or expressing knowledge
enquiring about or expressing more complex opinions
agreeing or disagreeing
expressing shades of certainty or doubt
asking for/giving permission
enquiring about/expressing needs
enquiring about/expressing likes, dislikes, preferences
enquiring about/expressing wishes
enquiring about/expressing intention
enquiring about/expressing ability
enquiring about/expressing hopes and conditional possibilities
commenting
responding and reacting to requests for information, statements and comments
arguing for/against
explaining
persuading

Expressing attitudes

expressing love, approval, gratitude, regret, interest, surprise, apology, anger, praise, encouragement, complaint, indifference, boredom, resignation
asking for evaluation

Getting things done

offering
requesting
suggesting
making arrangements
inviting
reacting to offers, requests, invitations and suggestions
reminding
instructing
advising
persuading

Organising and maintaining communication
attracting attention
seeking confirmation
expressing lack of comprehension
asking for rephrasing or repetition
asking for an explanation/translation
asking how to say something in the target language
telephoning
asking someone to explain what they have just said
setting out a letter
punctuating and paragraphing

Likely general notions

People, places, things, events, qualitites, and ideas
people
places
things
actions/events
qualities
ideas
presence/absence

Time
clock time
points in time
present time
future time
past time
commencement/termination/continuation
beforehand/afterwards/at the same time
sequence
duration
frequency

Space
location
movement
distance
motion towards
motion away

Quantity
numbers and fractions
expressions of amount
expressions of degree
measurement

Characteristics
shape
physical appearance
colour
substance
sound
taste
smell
age
condition
psychological characteristics

Evaluation
price
evaluating things seen, done, heard, etc.
truth/falsehood
correctness/incorrectness
importance
ease/difficulty

Relations between units of meaning
comparison
possession
negation

Grammar

Refer to *Appendix I,* for information related to the specification of grammatical content

Likely modes of communication

conversation (face to face, telephone)
correspondence in writing (person to person, class to class links)
listening for information (lectures, talks, instructions, radio, TV, announcements)
reading for information (from newspapers, magazines, signs, notices)
listening for pleasure
reading for pleasure
recording information for one's own or other's purposes (note-form, lectures, talks, summaries, diaries, translation)

Text types

Reading
signs, notices, posters
forms
lists, menus
maps, timetables and tabulated information
advertisements
diaries, notes
messages, telegrams
postcards, letters
instructions, rules
recipes, rules
brochures, leaflets, catalogues
extracts from magazines and newspapers
short stories/novels
cartoon strips
plays
poetry
songs

Listening
announcements
advertisements
telephone messages
extracts from the media
tape/slide presentation
directions, instructions, recipes
dialogues and conversations
short talks
stories, anecdotes, jokes
plays
poetry
songs

Statement of Suggested Syllabus Content for Stage 5

Stage 5 is intended for senior secondary learners (background-speakers and second language learners) who have a school background in the target language from the beginning of primary school.

The goals, suggested objectives, and activities outlined for Stages 1–4 are assumed as the basis of language learning at Stage 5. At this Stage there are two major components; in the first component learners continue to work towards expanding and refining their language resource and their ability to use it within the five broad goals and six activity-types.

The second component is designed to encourage learners to use their language resource in special interest areas, and vocational or cross-curricular studies. This is achieved through a series of options, which also embrace the five broad goals and six activity-types. The options enable learners to fine-tune their study skills, as well as develop their productive skills in different genres.

This Stage provides a worthwhile course for those learners who have a general interest in the target language as well as those learners who wish to study the target language for specialist purposes (e.g. business studies, interpreting and translating, etc.).

Component 1: Development of language resource

Learners extend and refine their language resource and their ability to use it through an integrated program involving the five broad goals: communication, sociocultural, learning-how-to-learn, language and cultural awareness, and general knowledge. They engage in a range of activities covering all six activity-types and all modes of communication (see Table 3, *Table of Language Use*).

Learners at this Stage are encouraged to use language accurately, fluently, and appropriately with a range of audiences, in a range of contexts for an increasing range of purposes, such as:

- hypothesising
- synthesising
- analysing
- persuading
- negotiating
- recounting
- questioning
- reporting
- advertising
- discussing
- instructing
- interviewing
- translating
- generalising
- summarising
- comparing
- justifying
- asserting
- reviewing
- arguing
- imagining
- debating
- influencing others
- entertaining
- reflecting
- interpreting

Some suggested activities

- group/panel discussions
- conversations
- making video/audiotapes
- telling stories
- debating
- entertaining self and others
- preparing displays
- writing creatively
- processing information
- listening to presentations, taking notes, and writing summaries
- role-playing
- making speeches
- making radio programs
- giving oral/written reports
- drama performances
- creating broadsheets/advertisements /cartoons
- researching information
- writing essays/scripts
- writing letters

Component 2: Some suggested options

The options format is designed to cater for the diversity of learner interests and to allow for learners to have a large share of responsibility in designing their own course. Examples are outlined within 3 broad areas:

- special interest
- vocational
- cross-curricular

Within the *special interest* area, a literature option and language study option are provided as examples. The range of other possible options is limitless; it could include sport, music, cinema, hobbies, art, and many more. Within the *vocational* area, an interpreting and translating option, a tourism option, and a business and commerce option are described. Within the *cross-curricular* area, options in media studies and social studies are outlined. Again, the range of other possibilities is extensive. Schools and educational systems are best placed to decide on the nature and number of options to be undertaken from component 2. The major factors to be considered when making such decisions are the goals of the course, the learners' needs and interests, the availability of resources, and the depth of treatment.

It is likely that within each option learners will undertake a major research project, which will involve processing information and presenting the findings in an appropriate and interesting way.

Special interest option: Literature

Some suggested goals specific to this option

Learners are encouraged to:

- experience a range of literature (including popular fiction, poetry, songs, film, etc.)
- express themselves creatively (e.g. create stories, film, video, etc.)
- discuss literature, see it as a means of developing their understanding of human relationships and experiences, and relate it to their own lives
- understand and appreciate the significance of the social/historic setting of literature
- express their thoughts confidently, appropriately, and accurately (both orally and in writing)
- develop some critical awareness
- find enjoyment in reading a range of literature

Some suggested objectives

To be able to:

- read a range of literature
- participate in discussions
- listen to, read, and respond to literature with some critical awareness
- provide a range of responses, both orally and in writing (e.g. retelling, narrating, creative writing, summarising, note taking, dramatising, etc.)
- make cultural comparisons
- read, view, listen for pleasure
- write creatively

Suggested organisational focuses

Learning in this option may be organised in a number of different ways to provide for a range of skills and a variety of experiences and at the same time to allow for learner negotiation. The organisational focus may include themes and topics, genres, a particular literary movement or a particular writer, or a combination of these.

Organisational focus 1: themes and topics

Themes and topics may include:

Themes	Topics
Growing up	families across cultures
	the generation gap
	education
	employment/unemployment
	memories of childhood
	popular culture
	how young people view the future

Images of Multicultural Australia	the impact of migration on Australian society cross-cultural comparisons stereotypes successful Australians women in Australian society
Family life	life in parents'/grandparents' times relationships letters from the country of origin traditional values and change
Social issues	the womens' movement (in Australia and the country of origin) conservation v progress the nuclear question war employment/unemployment social services the changing face of the country of origin youth/the aged

Organisational focus 2: genres
novels (or extracts from novels)
biographies and autobiographies
short stories
poetry
drama
diaries
collected essays
collected letters

Organisational focus 3: a particular literary movement
realism
romanticism
expressionism
the 'new novel'

Organisational focus 4: a particular writer
Examples include prominent novelists, poets, dramatists, songwriters, etc. from the country of origin as well as writers in Australia who choose to write in the particular target language.

Some suggested activities

- reading for pleasure
- reading in different contexts (e.g. aloud, to a group, to the class)
- retelling and recounting
- discussing literary representations of gender, class, ethnicity
- reporting orally
- debating
- writing an additional episode/verse/scene, etc.
- writing an alternative ending
- recording an extended text
- performing
- giving opinions about characters/events
- giving a speech
- reviewing a work of literature for a magazine
- writing a summary
- using an episode/a poem/a scene from a play/a film as a starting point for personal expression
- translating sections of a story into a play or vice versa
- writing a story, imitating the style of the particular writer

- retelling the story on tape as a radio play
- interviewing others about their response and making comparisons of the results
- writing about the major themes in the work
- writing a letter to a friend about the novel, poem, play, film,song, etc.
- finding out about the writer and the influences upon him/her
- writing short stories/poems for an audience
- attending a drama performance/film
- discussing similarities and differences with similar writers/themes in other languages
- listening to a guest speaker discussing a particular work/writer

Special interest option: Language study

Some suggested goals specific to this option

To encourage learners to develop:

- an understanding of language as being rule-governed (i.e. having a grammar, syntax)
- an understanding of the appropriate use of language, for different purposes, in different contexts
  an understanding of varieties within a language and the way language changes
- an understanding of personal usage (e.g. style)
- an understanding of the differences between spoken and written media
- an awareness of the features and organisation of different types of texts
- an ability to produce different kinds of texts

Some suggested objectives

To be able to:

- analyse parts of the linguistic system (e.g. sounds, syntax, etc.)
- use language appropriately for different purposes in different contexts
- recognise differences between standard forms of the language and dialects, including social dialects
- recognise relationships between language forms and usage in the target language and another language
- move between the target language and English
- recognise that language changes over time
- analyse texts of different kinds
- search for linguistic features in a text
- recognise the writer's/speaker's intention/attitude in a text (e.g. language to persuade, to entertain, etc.)
- create a range of texts (e.g. descriptive, narrative, expository, argumentative, etc.)

Organisational focus: some suggested topics

How language works

phonology
  pronunciation
  word stress
  intonation patterns

syntax
  word order
  sentence formation

discourse analysis
  structure of text and coherence in different genres
  appropriateness of style/tone for the genre
  register

orthography
  spelling conventions (e.g. phonetic systems, ideographic systems)
  compounds

vocabulary
- word formation
- compounds
- homonyms

Using language

the functions of language

the appropriateness of language (including colloquial, personal use, etc.)

language varieties and change
- dialect
- slang/swearing
- jargon/technical language
- register

spoken and written language

the language of the various media

the language of the world of the imagination

the influence of other languages on the target language

Some suggested activities and exercises

- analysing a range of genres
- writing in different genres
- writing for different purposes/for different audiences
- phonetic exercises
- exercises involving cognates, compound nouns, etc.
- exercises involving combining sentences
- parsing/analysing sentences
- analysing jokes/ambiguities in texts
- translating
- comparing structures in different languages
- comparing idioms in different languages
- analysing/discussing differences in style/tone in texts
- creating a prototype language
- analysing the techniques used in the language of advertising
- creating advertisements
- researching/discussing language families
- listening to recordings of the use of dialect and analysing differences with regard to the standard form of the language
- analysing recordings of the target language as it is spoken by users of that language in Australia
- recording samples of the target language as it is used by different speakers of that language in Australia; analysing the language samples
- undertaking a research project on:
  - — different usage of the target language between men and women
  - — different usage of the target language between the old and the young
  - — language of subcultures
- collecting samples of different kinds of writing/speech for analysis in terms of purpose, style, etc.
- analysing the language of signs/notices/brochures in the target language which are available in Australia (e.g. notices in shops, doctors' surgeries, Department of Social Security, etc)

Vocational option: Interpreting and translating

This option could be designed to lead to NAATI (National Accreditation Authority of Translators and Interpreters) Level 1. The Authority has established five levels of accreditation for interpreters and translators, ranging from a low level (Level 1) to a high level such as that which would be required for international conferences (Levels IV and V). Level 1 is described as follows:

Level 1 is an elementary level. At this level persons are accredited not as interpreters and/or translators, but as 'language aides'. This level of accreditation is appropriate for persons who are capable of using a minimal knowledge of a language for the purpose of simple communication. This capacity may be a useful adjunct in performing their principal duties. (NAATI, Canberra, 1985).

Some suggested goals specific to this option
To develop learners'

- interpreting/translating skills (to a level which enables them to gain a accreditation at Level 1)
- understanding of cultural conventions of the target country and Australia
- skills in the practical aspects of interpreting/translating
- understanding of the standard of ethical conduct for interpreters/translators

Some suggested objectives
To be able to:

- operate in two languages (at NAATI, Level 1)
- interpret and translate from the target language into English and vice versa
- undertake interpreting tasks with awareness of appropriate standards of ethical conduct
- operate particularly within the areas of government administration and social services
- fill in simple forms
- render an oral version of simple documents
- prepare written translations

Suggested organisational focuses
Learning in this option may be organised around different focuses including topics, skills, projects, or a combination of these.

Organisational focus 1: topics
Terminology related to:
general enquiries
giving/asking for information
giving/following instructions
transport and tourism
goods and services
immigration
health
education (e.g. enrolments, counselling)
welfare (e.g. unemployment benefits, compensation claims, health benefits)
police
public service

Organisational focus 2: skills
basic interpreting
basic translating
letter writing
researching
compiling/filling in forms

Organisational focus 3: projects
work experience project
research project
preparing a folio of translations/interpreting experiences

Some suggested activities

- participating in role-plays involving interpreting in a range of settings (e.g. bank, doctor's surgery, hospital, Social Security office, etc.)
- videotaping a sample interpreting situation so that strengths and weaknesses in performance can be described
- watching interpreting scenes on videos and discussing the appropriateness of the interpreter's involvement

- obtaining information from CES/Department of Community Welfare
- listening to guest speakers describing their role as interpreters/translators and asking relevant questions
- interviewing professional interpreters/translators
- filling in forms
- carrying out oral translations
- work experience with a company where the target language is required, and preparing a report on the work undertaken
- studying vocabulary related to specific roles, settings, situations
- preparing a folio of translations including texts, official forms, and letters
- explaining/translating forms
- explaining cultural differences
- rendering an oral version of simple documents
- researching the extent of provision of interpreter/translator services in a particular area
- translating simple documents in writing

Vocational option: Tourism

Some suggested goals specific to this option
Learners are encouraged to:

- develop oral and written communication skills in the context of tourism
- understand cultural conventions of the target language community and Australia in tourist situations
- understand government policies in promoting tourism in Australia and the target country
- be able to provide basic information with respect to social services
- understand appropriate professional conduct with (groups of) tourists
- be able to research and present information about local tourist attractions
- be able to act as an intermediary between speakers of the target language and those who do not speak the target language
- develop research skills

Some suggested objectives
To be able to:

- interact appropriately with tourists
- research, summarise, and present information
- give basic information to tourists regarding such matters as banking, postal services, medical services, accommodation, legal services, immigration, etc.
- act as intermediaries between speakers of the target language and those who do not speak the target language
- research information about and present local tourist attractions
- plan a tourist itinerary for various groups
- act as a tourist guide
- make arrangements
- provide guidance on sources of information within the community

Suggested organisational focuses
Learning in this option may be organised around different focuses including topics, or skills, or projects, or a combination of these.

Organisational focus 1: topics
patterns of tourism in Australia
the economic significance of tourism
the tourism industry and how it works (tourist bureaux, transport, accommodation, catering, etc.)
tourist attractions
entertainment
social services (customs, immigration, legal)
goods and services (purchasing, banking, accommodation, postal services, medical services, etc.)

sources of information within the community
promoting tourism
current affairs

Organisational focus 2: skills
presenting information (oral and written)
summarising information
translating information
making arrangements
letter writing
researching
compiling/filling in forms

Organisational focus 3: projects
work experience project
research project
preparing a folio of field trips and tourist guide talks

Some suggested activities

- researching information from various sources pertaining to tourism
- acting as a tourist guide on a field trip
- gathering and presenting information on a range of topics
- making arrangements for a group visit to a particular tourist attraction/ restaurant/entertainment event
- presenting information on the tourist attractions in a particular area (in oral and written form)
- answering appropriately questions asked by a tourist
- preparing a folio of all field trips and tourist guide talks
- undertaking work experience in an area related to tourism and preparing a report on the experience
- planning an itinerary for a particular group of tourists
- conducting a survey on tourists needs and preferences
- role-playing in a range of tourist situations where learners are required to deal with typical difficulties or complications
- explaining particular cultural phenomena to speakers of the target language
- reading, summarising, translating basic information (from brochures etc.) in the target language and in English
- listening to talks from a range of guest speakers
- designing a travel brochure
- filling in forms in the target language

Vocational option: Business and commerce

Some suggested goals specific to this option
Learners are encouraged to:

- read and reply to commercial correspondence involving the target language and English
- relay information to others in the target language (in face-to-face situations or by telephone)
- act as an intermediary between a speaker of the target language and one who does not speak the target language
- understand the cultural context of the world of business and commerce in the target country and in Australia
- explore opportunities which exist in Australia where the target language can be used in the world of business and commerce
- research and present information

Some suggested objectives
To be able to:

- demonstrate bilingual skills (oral and written)

- read and identify specific issues raised in commercial correspondence, relay the information to others, and respond to the correspondence
- write a range of business letters in the target language
- comprehend and respond to enquiries in face-to-face situations or over the telephone, using appropriate forms of address
- use a typewriter/word processor in the target language
- research, process, and present information
- translate simple correspondence
- fill in forms in the target language

Suggested organisational focuses
Learning in this option may be organised around different focuses including skills, or projects, or a combination of these.

Organisational focus 1: skills
reading commercial correspondence
writing commercial correspondence
basic interpreting
basic translating
researching

Organisational focus 2: projects
work experience project
research project
preparing a folio of commercial correspondence

Some suggested activities
- role-playing where learners deal with general enquiries (face-to-face/telephone)
- reading a range of correspondence including letters, telexes, circulars, prospectuses, information leaflets; extracting relevant information and conveying it to others
- responding to different kinds of commercial correspondence (e.g. requests for the supply of information/goods, ordering goods, letters of cancellation, letters of complaint/apology, telexes, facsimiles, telegrams)
- filling in forms in English when information is given in the target language or vice versa
- analysing the language of clients from recordings of commercial transactions involving the target language
- studying the format of commercial correspondence
- undertaking work experience in an office/business where the target language is required, and writing a report on the experience to reflect observations made
- researching opportunities which exist in the learners' state/territory where the target language can be used in the world of business and commerce (e.g. medical services, banking, Social Security office, Department of Community Welfare, Commonwealth Employment Service, etc.)
- listening to guest speakers from the business sector and asking relevant questions
- typing documents in the target language
- translating commercial correspondence

Cross-curricular option: Media studies

Some suggested goals specific to this option
Learners are encouraged to:
- understand a range of media in the target language
- understand the conventions of TV, film, radio, and print media in the target country and in Australia
- understand the entertainment and information function of the media in the target country and in Australia
- understand the role and influence of the media in transmitting ideas, beliefs, attitudes
- understand the effect of the media on society
- understand the techniques used by a particular medium

- respond critically to media in the target language
- research media in the target language available in Australia
- develop general research skills

Some suggested objectives
To be able to:

- analyse and discuss various media
- respond critically to media
- discern cultural/social stereotypes in various media
- describe how the media are influenced by particular cultural beliefs and attitudes
- communicate through different media
- undertake research into different media
- undertake research in community radio, TV, film, and the print media and factors influencing their development
- use specific media techniques in developing a project in a particular medium
- analyse the effect of a particular medium on everyday use of language
- interview media personalities
- examine trends in the media
- make comparisons in the use of a particular medium in the target country and in Australia

Suggested organisational focuses
Learning in this option may be organised around different focuses including topics, projects, media types, or a combination of these.

Organisational focus 1: topics
community media
media stereotyping
cultural values in the media
dissemination of information in the media
advertising
the language of the media
the media in society
purposes of the media

Organisational focus 2: projects
research project
folio of reports on media experiences
creating through a particular medium (e.g. slide/tape set, video etc.)
analysis project on the use of a particular medium

Organisational focus 3: media types
ethnic press
ethnic radio
ethnic TV
cinema
advertising

Some suggested activities

- experiencing a range of media (TV, films, radio, print) in the target language and analysing the content, purpose, techniques, effectiveness, etc.
- analysing a range of media for cultural bias/stereotyping
- analysing/comparing a number of documents within a particular medium in the target language
- exchanging reactions to various media through group discussion/seminars/ debates
- analysing the use of language in a particular medium
- interviewing media personalities
- interviewing personnel involved in community media

- undertaking work experience in the area of community media (e.g. ethnic press/ radio)
- researching a particular aspect of community media
- developing a script in the target language
- making a video/audio production
- developing a slide/tape set
- creating a poster for a particular purpose
- mounting a photographic display with bilingual captions

Cross-curricular option: Social studies

Some suggested goals specific to this option
Learners are encouraged to:

- understand themselves and others through the study of a cultural group and its language
- clarify personal values/beliefs
- develop an understanding of Australian society and how it is influenced by changing political, economic, and historical trends
- develop an understanding of the role and variety of social values
- develop an understanding of the concept of change
- develop an understanding of the interdependence of Australian society and other societies and the place of the target language community in that context
- develop an understanding of different lifestyles of different groups in society
- develop an understanding of the range of social roles and power relationships in different groups in society (e.g. within the family, in the world of work, in the spheres of economics and politics, etc.)
- undertake research and present findings
- discuss social issues in the target language

Some suggested objectives
To be able to:

- critically examine attitudes and values
- understand and describe processes of change, and analyse its effects
- recognise and discuss attitudes, values, behaviour of individuals and social groups
- express an understanding of cultural characteristics of societies in general and those of Australia and the target culture in particular
- describe similarities and differences in societies and the way they have changed over time
- analyse a range of lifestyles
- describe the role/impact of individuals or a particular social group in social, political, cultural, or scientific spheres
- express opinions on the basis of evidence
- analyse information and draw conclusions
- undertake research and present findings
- record information in a variety of ways

Suggested organisational focuses
Learning in this option may be organised around different focuses including topics, or skills, or projects, or a combination of these.

Organisational focus 1:
social change in Australia and in the target country
adapting to a new environment
cultural values and beliefs
lifestyles
politics
migration policies and foreign relations

Organisational focus 2: skills

researching information from a range of sources
essay/report writing
presenting information
summarising information
translating information
discussing issues
interviewing

Organisational focus 3: projects

research project
oral history project
preparing an audiovisual presentation
case study
preparing a folio of reports on field trips

Some suggested activities

- reading texts, newspapers, magazines, legends, statistical documents, contemporary letters, diaries, biographies, etc. to obtain information
- interviewing members of the community, and using other sources of information within the community
- viewing films
- preparing a research paper/audiovisual presentation on a particular topic
- collecting a folio of newspaper articles on a particular issue
- preparing a poster/collage with bilingual captions
- researching the family history of a person of interest, and presenting the information through a range of media (e.g. slide/tape presentation, photographs with captions, extended essay, etc.)
- undertaking an oral history of a member of the target language community
- surveying community opinions on a particular contemporary issue
- researching and documenting a comparative study of a particular sociocultural phenomenon as it is manifested in Australia, and in the target country
- discussing a particular issue from a range of perspectives
- visiting museums, public libraries, etc. to gather information
- maintaining a file on current events
- gathering statistical data and analysing it
- giving a talk on findings in a particular case study

Appendix 3

Appendix 3 relates to programming and contains sample units of work.

Sample Unit of Work Example 1

Adapted from a larger unit of work developed in Italian by Rita Tognini (WA)

Description of target group

Year 11 beginners (some learners might have some previous experience of Italian at primary school or in year 8)

Stage(s)

Stage 1 (senior secondary)

Organisational focus

Social relationships (12 x 40 minute lessons)

Specific goal(s)

Communication: To develop learners' ability to establish and maintain relationships and discuss topics of interest in Italian

Sociocultural: To develop learners' understanding of how interpersonal relations are conducted in Italy (and in the local Italian community)

Language and cultural awareness: To enable learners to develop positive attitudes towards Italian culture so that they can take advantage of opportunities offered for personal involvement (e.g. through developing personal relations with speakers of Italian) and to understand more about it

Learning-how-to-learn: To enable learners to develop communication strategies to assist them to sustain communication in Italian

General knowledge: (No focus on general knowledge in this unit)

Objectives

Learners will be able to:

- talk about self (give personal information — age, address, telephone number, state of health)
- get to know someone (enquire about above)
- interact in the classroom
- understand and carry out instructions
- listen to a song and give a response
- perceive and understand aspects of life in Italian culture
- predict meaning from context
- locate information (dictionary skills)
- perceive similarities between words in different languages
- develop strategies to internalise new language (use mnemonic devices)
- take appropriate risks and learn from mistakes
- develop specific skills in listening, reading, and speaking:

  listening
  - continue development of listening skills
  - understand intonation and stress
  - cope with redundancy and noise

  reading
  - locate information
  - use additional clues in text

  speaking
  - pronounce what they have learned clearly and accurately

- develop communicative strategies:
  receptive
  recognise the context and the participants in conversations and their roles and relationships
  guess the meaning of words from possible roots and/or in term of suffixes or prefixes, compounding, and cognates
  productive
  react appropriately to the interlocutor's talk, thus creating coherent discourse
  attract attention
  use mime, gestures, and facial expressions to help convey meaning

Activities

A. Pairwork:
'Find your partner'. Pairs of cards are distributed at random. Each pair contains the same biographical details. Learners have to move around the class asking classmates questions about details on their cards, until they find their partners.

Learner A has name, address, phone number, age, etc. of classmates who have been on exchange to Italy. Learner B has only names but not other details. B phones A to get missing details (Activity-Type 1).

You promised to write to a number of exchange students who have given you lots of information. You've mislaid their addresses. Ring a girlfriend who has these addresses and write them onto envelopes as she gives them to you over the phone (Activity-Type 1).

B. Learners bring a photo of class group from several years ago. In pairs or small groups they answer questions about names, ages, etc. of people in their photos. (Activity-Type 1).

C. Learners bring photographs of themselves as babies or young children. Photos are numbered and displayed. Learners match numbers with class members (Activity-Type 2), or:

Each learner writes a number of personal details (excluding name and current address). Group attempts to match biographies and photographs. Read out results and hold up photo (Activity-Type 3a).

D. Learners write in English to exchange students who have just returned from Italy and ask them questions about a number of areas of interest to them (family life, the world of teenagers, etc.). Responses are collated and displayed on a chart. Compare with class brainstorm of impressions/ideas about Italy and Italians (Activity-Type 1), or:

Exchange students are invited to the class, or individuals ring exchange students and obtain information over the phone. Learners find out what strategies exchange students employed to communicate in Italy when their Italian was inedequate (Activity-Type 1).

E. Listen to the song *Giocare-jouer.* In English, learners express opinions about the song as a disco number. Discuss discos in Italy, who goes to them, etc. Explain about Festival of San Remo for a particular year. Look at some past records of the best of San Remo for a particular year. Look at and discuss the list of top ten published weekly in *Panorama* (Activity in English).

F. Incidental use of instructions in Italian by teacher as part of normal classroom routine.

Exercises

A. Chain question (e.g. Mi chiamo Anna Caretti. Come ti chiami? Io abito in via X. Dove abiti?)

B. 'Spot the error'. Teacher reads out a brief biography in Italian. Learners have an English version with errors. Learners look out for correct version. Read it out loud to class.

C. Learners listen to a brief passage and indicate if statements about it are true or false.

D. After listening to the song *Giocare-jouer*, teacher asks learners to guess which verbs are being used in the song. Learners check their guesses by looking words up in dictionary. Different categories of words used in the song and characteristics (e.g. infinitive verb endings) are discussed.

Statement on method	drill activities — whole class, group pairwork individual work
Statement on resources	tape of San Remo Song Festival 1987 reader *(Tu cosa ne dici?)* learners' photographs of themselves as babies or young children pairwork cards Italian magazines Italian birth certificate photo of a primary class in Italy/Australia flashcards other teacher-prepared materials
Statement on assessment	completion of exercise C activities A, C observation and recording of progress criteria (to be developed)
Evaluation	• observation, recording, and revision of plans on the basis of information obtained • criteria (to be developed)

Checksheet of language use (to accompany Example 1)

FOCUS ON COMMUNICATION To develop learners' ability to:		BRIEF DESCRIPTION OF ACTIVITY				ASSESSMENT ACTIVITIES (if separate)
INTERPERSONAL	• Establish and maintain relationships and discuss topics of interest e.g. through the exchange of information, ideas, opinions, attitudes, feelings, experiences, and plans	A. 'FIND YOUR PARTNER' *	A. LEARNER A * HAS NAMES, ADDRESSES, PHONE NO.S OF CLASSMATES WHO HAVE BEEN ON EXCHANGE TO ITALY. LEARNER B PHONES A TO GET DETAILS	B. LEARNERS BRING IN OLD CLASS PHOTOS. THEY ANSWER QUESTIONS ABOUT NAMES, AGES ETC. IN PAIRS OR SMALL GROUPS	D. LEARNERS WRITE TO EXCHANGE STUDENTS. VISIT CLASSROOM AND EXCHANGE INFO. WITH CLASS MEMBERS	* ASTERISKED ACTIVITIES
	• Participate in social interaction related to solving a problem, making arrangements, making decisions with others, and transacting to obtain goods, services and public information	C. LEARNERS MATCH PHOTOS OF BABIES/YOUNG CHILDREN WITH CLASS MEMBERS *				* ASTERISKED ACTIVITY
INFORMATIONAL	• Obtain information by searching for specific details in a spoken or written text, and then process and use the information obtained	C. LEARNERS MATCH BIOGRAPHIES AND PHOTOGRAPHS				
	• Obtain information by listening to or reading a spoken or written text as a whole, and then process and use the information obtained					
	• Give information in spoken or written form e.g. give a talk, write an essay or a set of instructions					
AESTHETIC	• Listen to, read or view, and respond personally to a stimulus e.g. a story, play, film, song, poem, picture	E. LEARNERS LISTEN TO 'GIOCARE-JOUER' & EXPRESS OPINIONS ABOUT SONG				
	• Be involved in spoken and written personal expression e.g. create a story, dramatic episode, poem, play					

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Sample Unit of Work Example 2

Developed by teachers at Raywood (SA) (not language-specific)
(Note: this unit is set out on a focus wheel following the tabular version below.)

Description of target group

Learners have been learning the target language for approximately one year.

Stage(s)

Stage 1 (upper primary/junior secondary)

Organisational focus

Weather forecasts and weather (12 x 40 minute lessons)

Specific goal(s)

Communication: To obtain information by listening to or reading a spoken or written text, processing and using the information obtained

Learning-how-to-learn: To develop communication strategies to enable learners to compensate for ignorance in the target language and to repair breakdown. (Specific strategies are listed under objectives)

General knowledge: To develop understanding of weather forecasts and weather

Objectives

Learners will be able to:

- listen to specific information from a spoken (radio) text
- read and locate specific information from a written text
- give a short summary
- recognise the context and participants in a language event
- recognise the particular register of (radio) weather reports
- recognise how language changes (e.g. between radio program and conversation)
- initiate speech, maintain and conclude conversation
- take turns appropriately
- make choices
- make decisions
- give opinions
- express preferences
- understand and use the future tense
- identify relevance, irrelevance
- compare and contrast data
- give information from written notes
- take notes

Activities

- learners listen to a weather forecast and answer questions (Activity-Type 3)
- learners listen to a weather forecast, take notes, write out a simple forecast, and in pairs role-play weather forecasters and listeners (Activity-Type 3)*
- learners listen to a series of weather forecasts, extract patterns and changes on a graph (Activity-Type 3)
- learners listen to a weather forecast, and then in groups decide on where to go for an end-of-term excursion (Activity-Types 3 and 2)*

Exercises

- learners match pictures to words (clothing, weather) (focusing exercise)
- learners listen to a variety of programs/announcements on the radio and try to distinguish which are weather reports (focusing exercise)
- learners complete a cloze exercise taken from a weather forecast (shaping exercise)

- learners take phrases commonly used in a forecast and construct their own forecast in pairs (shaping exercise)
- learners revise/focus upon vocabulary relating to weather forecasting (focusing exercise)

Statement on method

focusing exercises, shaping exercises, practice communication and real/realistic communication activities
exercises integrated into activities where possible
individual work, pairwork, group work, whole class work

Statement on resources

recordings of radio programs and forecasts
pictures of clothes
tape recorder
materials prepared by the teacher: cloze exercises, written forecasts, etc.
excursion guides/entertainment pages
relevant sections in textbook

Statement on assessment

assessment will include formative assessment in the completion of exercises
asterisked activities
observation and recording of progress
criteria (to be developed)

Evaluation

observation, recording, and revision of plans on the basis of information obtained
criteria (to be developed)

Focus wheel (another way of planning the unit of work in Example 2)

Description of target group

Organisational focus (e.g. theme, topic, text, skill, genre)

Specific goal(s)

Communication

Sociocultural

Language and cultural awareness

Learning-how-to-learn

General knowledge

General objectives

Method

Evaluation

LANGUAGE DEVELOPMENT
Functions/notions:
•CHOOSING •EXPRESSING PREFERENCES •DECIDING •IDENTIFYING RELEVANCE & IRRELEVANCE •GIVING OPTIONS •COMPARING / CONTRASTING
Grammar:
•FUTURE TENSE
Vocabulary and phrases:
•VOCAB & PHRASES RELATED TO WEATHER & WEATHER FORECASTING, CLOTHING
SOCIOCULTURAL ASPECTS
Sociocultural contexts, roles, and relationships:
•STUDENT TO STUDENT
•ROLE OF FORECASTER/ WEATHER ANNOUNCER
Sociocultural data:
RESOURCES
(including cross-reference with text book if appropriate):
•RECORDINGS OF WEATHER FORECASTS FROM RADIO
•PICTURES OF CLOTHES
•VARIOUS WORKSHEETS RELATED TO WEATHER FORECASTING, CLOTHING, ETC.
•EXCURSION GUIDES, ENTERTAINMENT PAGES
•TAPE RECORDER
•Ch'X' IN TEXTBOOK
ASSESSMENT
* SEE ASTERISKED ACTIVITIES AND EXERCISES
EXERCISES
•MATCHING PICTURES (CLOTHING AND WEATHER) TO WORDS •DISTINGUISHING WEATHER REPORTS FROM A VARIETY OF PROGRAM TYPES •CLOZE EXERCISE (WEATHER REPORT)* •IN PAIRS, CONSTRUCTING A WEATHER REPORT FROM EXPONENTS PROVIDED •REVISE/LEARN VOCAB RELATED TO WEATHER
GEN. KNOWLEDGE
SKILLS DEVELOPMENT
Cognitive processing skills:
•LISTENING FOR DETAIL •RECOGNITION OF CONTEXT & PARTICIPANTS IN A LANGUAGE EVENT •RECOGNITION OF REGISTER OF (RADIO) WEATHER REPORTS •RECOGNITION OF HOW LANGUAGE CHANGES (C.F. RADIO & CONVERSATION)
Learning-how-to-learn skills:
•TAKING TURNS APPROPRIATELY
•NOTE TAKING
Communication strategies:
•INITIATING SPEECH MAINTAIN AND CONCLUDING CONVERSATION
SPECIFIC OBJECTIVES
Activities
•LISTENING TO A WEATHER FORECAST AND ANSWERING QUESTIONS (A-TS)
•DITTO, THEN TAKING NOTES, WRITING A SIMPLE FORECAST - ROLE - PLAYING WEATHER FORECASTERS & LISTENERS IN PAIRS (A-TS)*
•LISTENING TO A SERIES OF WEATHER FORECASTS, EXTRACTING PATTERNS AND TRANSFERRING INFO. ONTO A GRAPH (A-TS)
•LISTENING TO A WEATHER FORECAST, THEN IN GROUPS DECIDING ON WHERE TO GO FOR AN END OF TERM EXCURSION (A-TS 3 AND 2)*

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